

**IMPROVING THE STUDENTS' SPEAKING SKILL BY USING ROLE
PLAY AT GRADE V OF SDN JOMBLANG II BERBAH SLEMAN IN
ACADEMIC YEAR 2012/ 2013**

A Thesis

**Presented as Partial Fulfillment of the Requirements for the Attainment of
Sarjana Pendidikan Degree in English Education**



By:

Faudillah Putri Swastika

06202244162

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
YOGYAKARTA STATE UNIVERSITY**

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APPROVAL

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By:

Faudillah Putri Swastika

06202244162

Approved on October, 2013

First Consultant,

Dra. Nury Supriyanti, M.A.
NIP. 19570829 198812 2 001

Second Consultant,

Lusi Nurhayati, S.Pd., M.Appl Ling
NIP. 19790205 200312 2 001

RATIFICATION

IMPROVING STUDENTS' SPEAKING SKILL BY USING ROLE PLAY AT GRADE V OF SDN JOMBLANG II IN ACADEMIC YEAR OF 2012/2013

A Thesis

By:

Faudillah Putri Swastika
06202244162

Accepted by the Board of Thesis Examiners Faculty of Languages and Arts,
Yogyakarta State University, on October 2013 and declared to have fulfilled the
Requirements for the Attainment of a *Sarjana Pendidikan* Degree in English
Language Education.

Board of Examiners

Chairperson : Dra. Jamilah, M.Pd

Secretary : Dwiyani Pratiwi, S. Pd., M.Hum

First Examiner : Dr. Agus Widyantoro, M.Pd.

Second Examiner : Dra. Nury Supriyanti, M.A.

Yogyakarta, October 2013
Faculty of Languages and Arts
Yogyakarta State University
Dean,



Prof. Dr. Zamzani, M.Pd.
NIP. 19550505 198011 1 001

PERNYATAAN

Yang bertanda tangan di bawah ini, saya

Nama : Faudillah Putri Swastika

NIM : 06202244162

Program Studi : Pendidikan Bahasa Inggris

Fakultas : Bahasa dan Seni

Judul Karya Ilmiah : *Improving The Students' Speaking Skill by Using Role Play At Grade V of SDN Jomblang II Berbah Sleman in Academic Year 2012/2013.*

Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, 31 oktober 2013

Penulis,

Faudillah Putri Swastika

DEDICATIONS

This thesis is fully dedicated to:

*My beloved parents
Mr. Joko Sularno and Mrs. Siti Rojanah*

My all family, especially my family in Brebes

My Beloved

Thank you for all the continuous prayers, support, and endless love.

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Tak perlu gengsi atau sombong untuk meminta segala sesuatu kepada-Nya, yakinlah dengan usaha yang telah kita lakukan secara maksimal pasti Allah akan memberikan sesuatu kebahagiaan kepada kita

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Yogyakarta, Oktober 2013

Faudillah Putri Swastika

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By:
Faudillah Putri Swastika
NIM. 06202244162

ABSTRACT

The study was aimed to improve the speaking skill by using role play techniques for the five grade students of SDN Jomblang II, Berbah Sleman. It tried to find the actual problems in the field and then solve them collaboratively.

This study was action research. The subjects of the research were the five grade students of SDN Jomblang II, Berbah Sleman. This action was qualitative research which was carried out in two cycles. The researcher collaborated with the English teacher and the students in implementing the actions. The steps to solve the problems were reconnaissance, planning, observing and action, and reflect some actions. The research instruments for collecting data were observation sheets, interview guidelines and a camera. The data collection techniques were observing the English teaching and learning process in the classroom, interviewing the English teacher and the students and taking documentation during the English teaching and learning processes which were in the form of field notes, interview transcripts and pictures. The data were analyzed in 3 stages: reducing the data, displaying the data and drawing conclusions.

The results of the study showed that there were some improvements in the students speaking skill. Related to the teaching-learning process of speaking, it was shown that role play techniques like guided role play and the use of some role cards, cue cards, colorful pictures and other accompanying actions (teaching the students' pronunciation, asking the students to practice role play, asking the students to perform in front of the class, and giving feedback) gave the students a lot of opportunities to be more active. In Cycle I, there were some unsuccessful actions. Meanwhile, in Cycle II, the implementation of role play techniques was successful in improving the students' speaking skill.

CHAPTER 1

INTRODUCTION

A. Background

Learning English earlier is advantageous for young learners. Lenneberg (1967) in Critical Period Hypothesis say that between the ages of three and the early teens the possibility for primary language acquisition constitutes to be good. That is means children who start younger than 3-11 years of age, given advantageous learning circumstances, such as plenty of inputs and interaction in an English environment.

Children also have a greater capability for understanding and imitating what they hear so that it helps them to apply the language. Therefore, many parents want to introduce English to their children as early as possible. They choose the best institutions for their children. Some of their children study in formal or informal institutions providing good instructions, facilities, and teachers.

The good institutions offer learning English. They required qualified and experienced teachers to teach young learners. It is because children have different learning needs. The children required and deserve professional who teach them in appropriate ways based on the child's social/emotional, physical, cognitive, and moral development.

In fulfilling the needs for children's developmentally appropriate instruction, what the teacher of young learner should do is guiding and facilitating learning, enabling, and setting the condition for learning (Brown, 2001:87). It means, to teachers should have the ability to design and create rich activities which are interesting students and relevant to their emotional, physical and abilities. The teacher also establishes interaction and comfort to children in order to create a good teaching learning process.

English is taught in primary schools to make the students ready and have self-confidence to learn English in higher levels. To achieve successful language learning, the students are required to master four English language skills comprising receptive skills, i.e. reading and listening skills, and productive skills, i.e. writing and speaking skills. The receptive skills intertwine with the productive skills.

Cameron (2001: 29) suggests that too many demands early will make them anxious and fearful of the foreign language; too few demands will make language learning seem boring. Likewise, the support given by the teacher works the same way. When the teachers provide too little support, the students will get frustrated. On the contrary, too much support will only make them spoiled. Given too much support, students may accomplish the tasks, but they learn less or even nothing. It means, teaching speaking to children has purpose to facilitate them to communicate and interact orally with others. Therefore, it is needed a method to support children in learning speaking without they feel fear when making mistakes.

Most of the teaching and learning process at schools has not achieved the goal yet. Many schools provide learning speaking which is not attractive. Thus, it reduces their motivation to learn English. The students are difficult to improve their speaking ability because the speaking learning is not going well. The components of speaking skill are competent teachers, students, attractive media, comfortable classrooms, English speaking class and complete facilities. Interesting activities in the classroom can increase the enthusiasm of children. In fact, few teachers teach using interactive activities during the lesson.

Teaching English to children should be interesting, attractive and communicative. Teaching English to children in the elementary schools are different with adult. The children have characteristics that are different from adults. They are more energy, eager, and lively. If they are given interesting learning experience such as fun activities, role play, games and singing, they will be more interested. Therefore, the teachers have to make deep exploration about their children's needs and characteristics. They should know all things that affect the teaching learning process.

According to an observation at SDN Jomblang II, it showed that a similar condition existed in SDN Jomblang II, Berbah. This school is one of the elementary schools in Yogyakarta that has been introduced English to the students of grades one to six. The English learning and teaching process in the school was focused on reading and writing. When the teacher taught speaking skills, she asked the students to read the dialogue on LKS without gave model for

them. There were few activities which can attract students' attention. The activities in the classroom were dominated by the teacher explanation. Moreover, the teaching techniques were less motivated used. The teacher also did not use classroom English in the teaching and learning process. They did not give students to practice their speaking abilities. As the result, the students are less practiced English well.

Concerning the objectives of the English teaching at the elementary school, that is providing the learners with the communicative abilities to develop competence by using role play. In line with this statement, Harmer (1988:2) suggests that role play that is those where students are asked to imagine that they are in different situations and act accordingly. Based on the characteristics of children who love to be something exciting and high-power of their imagination. Role play activities are a great choice to serve as materials for teaching English in primary schools.

Based on the statements above, role play has an important role in considering the improvement of students' language skills, especially their speaking skill. Therefore, the study about the implementation of role play in order to improve the students' speaking skill is considered important to be conducted.

B. Identification of the problem

Learning English for children is different with the learning English to adults. So teachers are required to be more creative and can choose suitable

activities for children. Relation to speaking skills, teachers should make classes more lively and the children can communicate naturally in the classroom. English for children should use media like games, picture or puppet. They are some ways to make the speaking learning more interesting and they can be more fun in learning English.

To identify the problems in the field, the researcher observed the teaching learning process in speaking class. The observation and interview on April 9, 2013 were conducted. She observed grade V were deemed to have enough complicated problems in speaking skills. There are some problems that arise in these observations.

Some problems occurred the observation at SDN Jomblang II in relation to learning speaking skills. The teacher got difficulties in providing appropriate teaching activities in the speaking class. Speaking skills is different from reading skills, she was taught speaking skills the same way as teaching reading skills. She ordered the children to read a dialogue in LKS then practice it in front of the class. She did not give model before they practiced in front of the class. There were some minor students who dare to practice the dialogue. While most of the others felt ashamed to did it and just stay quite in the class. That learning is less effective because a lot of time wasted waiting for them to practice the dialogue. In addition, the learning is less to improving the individual quality of learning English because the active students will increase understanding of the English language while the passive students will not.

Media and materials are components that support English teaching learning process. However, she focused only on textbook and LKS (Lembar Kerja Siswa). English speaking class did less practice in the classroom; she explained the material that delivered mostly used the Javanese and Indonesian. The problems existing in English language teaching and learning process are related to three factors, namely the teacher; the students and the media and material.

The first problem was related to the teacher. Because the main factors that affect English language learning was successful or not, it depends if the teacher is competent in the English language learning process. The teacher should choose the suitable activities that are interesting, attractive, and communicative learning speaking. There was only one teacher in SDN Jomblang II. She taught English from grade one until grade six. She always asked the students to do the exercises on the textbook. As a result, the learning is less motivated the students to improve the quality speaking class.

The second problem was related to the students. There were thirty students in grade V. They had different characteristics, interests, and attitude toward English learning. Some students were enjoyable to learn English, but some others were not. Some of them were active, and some others were passive. Students with these differences learn together in one classroom, with the differences in each character the students. They felt the learning that given less

attractive. As the result, the students often make noisy and uncontrolled in the class. Teachers should provide materials and activities are interesting in learning.

The media and the material was the third problem. English learning materials in elementary schools should be relevant to the daily lives of children so that the material being taught is not too difficult to understand. In the English teaching and learning process in SDN Jomblang II, the teacher always taught English by using the course book and the students' work sheets (Lembar Kerja Siswa).

C. Limitation of the Problem

Based on the identification of the problem above, the researcher would like to focus on the use of role play which can improve the students' speaking skill at Grade V of SD N Jomblang II Berbah in the academic year 2012/2013 through role play.

D. Formulation of the Problem

Based on the background of the study, identification of the problem, and limitation of the problem, the problem is formulated as follows:

- How can the students' speaking skill at Grade V of SD N Jomblang II be improved?

E. Objective of the Study

The objective of the research study is to improve students' speaking skill at Grade V of SD N Jomblang II through role play.

F. Significance of the Study

The research findings are expected to give significant contributions to the related parties.

1. For the English teacher in SD N Jomblang II, the findings can be useful information about role play which can improve the students' speaking skill.
2. For the school principal, the findings can give information on the significance of using role play in the English teaching and learning process. Thus, the using Role-play can facilitate and support the activities in the English teaching and learning process.
3. For the English teachers in other schools, the findings can be as alternative solutions to similar problems that may improve in their schools.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. Theoretical Framework

1. Teaching and Learning English in Elementary Schools

a. Characteristic of Children in Elementary Schools

One of the factors considered to provide the learning is the age of the learners. The age is a determining factor or consideration for teaching materials to be provided and how the proper way teaching. Harmer say “People of different needs, competences, and cognitive skills.” It is the underlying learning English for children differ from adults.

According to Harmer (2001:38) say “Young children, especially those up to the ages of nine or ten, learn differently from older children, adolescent, and adults in the following ways:

- They respond to meaning even if they do not understand individual words.
- They often learn indirectly rather than directly- that is they take in information from all sides, learning from everything around them rather than only focusing on the precise, topic they are being taught.
- Their understanding comes not just from explanation, but also from what they see and hear and, crucially, have a chance to touch and interact with.

- They generally display an enthusiasm for learning and a curiosity about the world around them.
- They have need for individual attention and approval from the teacher.
- They are keen to talk about themselves, and respond well to learning that uses themselves and their own lives as main topic in the classroom.
- They have limited attention span; unless activities are extremely engaging, they can easily get bored, losing interest after ten minutes or so.

Scott and Ytreberg (1990: 3-5) argues that the general characteristics of students in elementary schools are as follows:

- 1) They are competent users of mother tongue.
- 2) Their basic concepts are formed.
- 3) They can tell difference between fact and action.
- 4) They ask question all the time.
- 5) They rely on the spoken word as well as the physical word to convey and understand meaning.
- 6) They are able to make some decisions about their own learning.
- 7) They have definite views about what they like and do not like to do.
- 8) They have a developed sense of fairness about what happens in the classroom and begin to question the teacher's decision.
- 9) They are able to work with others and learn from others.

Meanwhile, Halliwell (1992: 3) states that children in elementary schools have the characteristics as follows:

- 1) They are already very good at interpreting meaning without necessarily understanding the individual words.
- 2) They already have great skill in using limited language creatively.
- 3) They frequently learn indirectly rather than directly.
- 4) They take great pleasure in finding and creating fun in what they do.
- 5) They have a ready imagination.
- 6) They have the instinct for interaction and talk.

Brewster and Ellis (2002: 27-28) supports Harmer's theory by proposing that young children are different from older learners because they:

- 1) have a lot of physical energy and often need to be physically active
- 2) have a wide range of emotional needs
- 3) are emotionally excitable
- 4) are developing conceptually and are at an early stage of their schooling
- 5) are still developing literacy in their first language
- 6) learn more slowly and forget things quickly

- 7) tend to be self-oriented and preoccupied with their own world
- 8) get bored easily
- 9) are excellent mimics
- 10) can concentrate for a surprisingly long time if they are interested
- 11) can be easily distracted but also very enthusiastic

Based on the explanation above, it can be concluded that young learners love to play and learn best when they enjoy themselves. However, they have very little attention span, just like the fifth grade students of SDN JOMBLANG II. They lose interest quickly and they are less able to keep themselves motivated on tasks they find difficult. Moreover, the students usually get bored easily during the class activities. Concerning those characteristics, the use of enjoyable and active learning is very important. Therefore, a teacher needs to make the teaching-learning process more interesting as in the students' daily life so that it can motivate them to learn English.

b. The Objectives of Teaching English in The Elementary Schools

There are some reasons of teaching English in the elementary schools. Brewster and Ellis (2003:3) give a reason of starting to learn a foreign language several years earlier. It was simply to increase the total number of years spent learning the language. This decision needed to take

into account two important considerations; the time factor and the nature of primary methodology. For children, it was determined that regular slots during the week likely to be more effective than a longer more concentrated slot only once a week. Second, teachers should take account of the methods and the pace of elementary school teaching, so that a year of teaching in elementary school cannot be equated with a year in junior high school. The most common reason was the fact that young children seem to have a greater facility for understanding and imitating what they hear than secondary school pupils.

Scovel in Brewster and Ellis (2003:20) points out that language is best learned during the early years of childhood. This statement is in line with Krashen, Long, and Scarcella's (1982) that acquirers who begin the natural exposure to second language during childhood, generally achieve higher second language proficiency and proper pronunciation than those beginning as adults.

From the explanations above, it can be concluded that there are two considerations of teaching English since children; they are time factor and the nature of primary methodology. It is more effective when the children learn a language regularly in a short time, than they learn it once in a long time. The teachers also cannot compare the ability of elementary school students with secondary school students when they are learning a language in the same period of time. The more important reason is the children have a greater opportunity and proficiency in mastering the language than adults.

Meanwhile BOEN (Bulletin Officiel de l'Education Nationale) in Brewster and Ellis (2003:5) states that the aim of early foreign language learning was not the creation of bilingual children but more reasonably 'to prepare children linguistically, psychologically, and culturally for language learning'. The aims of primary language learning all over the world can generally be classified under these headings: psychological preparation, linguistic preparation, and cultural preparation. Based on the psychological preparation, Ministry of Education in Indonesia has the objective 'to motivate children to learn English in interesting and fun ways' (Brewster & Ellis 2003:6).

Thus, the aim of English teaching in the elementary schools is different from that in junior high schools. As the aim of the Ministry of Education in Indonesia is to motivate the students in learning English through interesting and fun ways, therefore the English teachers in elementary schools should find and create kinds of interesting and fun activities to motivate the students to learn English and make them involved actively in the English teaching and learning process.

c. Teaching and Learning English to children in Indonesia

Teaching English to Children should be different from teaching English to Adult. It is because young children do not have specific foreign language needs, although some may be under pressure, usually from their parents or the school system, to pass the English examinations (Brewster and Ellis, 2002: 27). Whereas, the adults learn a foreign language to wanting to

get a job where bilingual skill are important, or wanting to study another country. Therefore, the aims of learning a foreign language to children should also be different from the aims of learning a foreign language to adults.

According to Harmer (2001: 38), young learners especially those up to the ages of nine to ten, learn differently from older children, adolescents, and adults. Children learn a foreign language through playing and talking things with adults. The good learning must be need a good teacher that provide a rich experiences which encourages the children to get variety information from many sources. Beside it, the classroom for children must be bright and colorful for teaching and learning English.

The nature and concept of teaching a foreign language in the level of elementary schools is new for Indonesian teachers. Therefore, The teacher should encourage the students by providing developmentally appropriate instruction. In fulfilling the needs for children's developmentally appropriate instruction, the teachers are required to provide comprehensible input that is based on the school-based curriculum. According to Krashen in Nunan (2005: 13), comprehensible input is input which is a little bit above the learner's language level but understandable. So, if the teachers want to focus on learning centered teaching, it is vital that they are well-informed about the learner's physical, emotional, conceptual, educational, and linguistic characteristics (Brewster and Ellis, 2002: 28).

To achieve successful English language learning, the teacher must teach the students the four language skills, i.e. listening, speaking, reading,

and writing. The teaching of speaking is one of productive skills. The productive skills of speaking, there are a number of language production processes which have to be gone through whichever medium we are working (Harmer, 2001: 246). It is mean that speaking is the result Learning to speak fluently and accurately is one of the greatest challenges for all language leaners (Pinter, 2006: 55)

From the explanation above, it can be concluded that in teaching English as a second or foreign language to children, teachers must consider not only the pedagogical principles in language teaching but also the characteristics of children because the way they learn depends on their developmental stage. Consequently, the teachers should create engaging and motivating English lessons in the classroom and providing fun and comfortable atmosphere which can make the students interact with others.

2. Speaking Skills

a. Definition of Speaking Skills to Children

Speaking is perhaps the most demanding skill for teacher to teach. In their own language children are able to express emotions, communicate intensions and reactions, explore the language make fun of it, so they expect to be able to do the sama in English (Scott and Ytreberg, 1990:30). It is supported by Cameron, 2001: 40 who states speaking is the active use of language tp express meanings so that other people can make sense of them. Basically those are the characteristics of children who need to know the teachers.

Understanding skills to children speaking simple compared with adults. Added by Pinter (2006: 56), At the beginning stages with children it is good idea to focus on simple but purposeful and meaningful pattern drilling and personalized dialogue building in order to prepare them to be able to talk about themselves and their world and to begin to interact with their friends in class and other speakers of the language.

Through speaking and listening, children learn concepts, developing vocabulary and perceive the structure of the english language essential components of learning. The early learning of vocabulary for young children needed to be rich with diverse it. Explained Locke in Cameron (2001: 38), From early childhood, the desire to connect emotionally and communicate with other people seems to drive speaking. As children move through infancy, they begin to communicate with others about things in their shared world, and develop their vocabulary of labels alongside their developing abilities to categories. Thus the conclude that the communication is the transfer of information directly.

b. Teaching Speaking in Elementary Schools

Speaking and listening are the skills that are useful in the language. Speaking goes well understood if the listener understands the speaker meant. Things that need to be a aim in speaking are appropriate words and the correct grammar to covey meaning accurately and precisely

(Cameron, 2001: 41). Beside, speaking activities are activities that focus on accuracy in producing the vocabulary.

Therefore, teachers are one of the important role in teaching speaking in classroom activities. There are several ways to teaching speaking for children in elementary school. Based Pinter (2006:55-60), teaching speaking are as follows:

a) Speaking activities with younger groups

At first the English language learning for children begins with construct the utterance that aimed to be able to speak fluently. Speaking practice starts with practising and drilling set phrases and repeating models. Children begin learn from copying simple phrase, rhyme and songs, answer simple questions, introduce themselves, and memorize short dialogues.

Chunks will often be learnt from the teacher's input from other texts included them. Chunks help children to produce language faster Because most children lack confidence when speaking to themselves than have done together.

b) Speaking activities with older learners

The older learners use dialogues simple to explain to the children. Dialogues help in interviews or role play activities because they contain words that are spontaneous

and creative language.

Teacher must know and correct if the children have a mistake in their spoken. Rod and Rick Heimbach in 1997 investigated younger children's ability to negotiate meaning in situations when they did not understand new words.

The implication for teachers is that tasks that require meaning negotiation may have to be introduced slowly and carefully, making sure that children are ready and capable of dealing with the demands of the tasks.

Therefore, through role play teaching speaking will occur without ignoring the children's characteristics.

c. Techniques of Teaching Speaking

Speaking should be defined in terms of communication use. Children need to be given language before they produce it themselves. Therefore, teachers can choose activities that are controlled by them, such as presenting new language orally, controlled practice, guided practice, dialogues and role play work and free activities (Scott and Ytreberg, 1990: 22).

a) Presenting New Language orally

- Through the pupils

The teacher knows that children have the ability to follow commands given by the teacher.

- Using Mascot

One of the most successful ways of presenting language to young children is through puppets or a class mascot. It can help teachers in speaking so teaching speaking class will run more easily.

- Drawings

It is one of the activities of speaking activities. Learning technique is very simple to use very simple line drawings on the board.

- Silhouettes

It is an image of objects or living things that are black. How to use use the overhead projector.

- Puppets

It is a doll that acts in accordance with the existing character on a theme that is played by someone.

b) Controlled practice

Controlled practice goes hand in hand with presentation since it is important that children try out new language as soon as they have heard it.

c) Guided Practice

Guided practice usually gives the children some short of choice, but the choice of language is limited. Textbooks are full exercises for guided practice and use

pictures or object miming to help children understand the context and practise the words-telling the time, stating the way, talking about colours, etc.

d) Dialogues and role play work

Working with dialogues is a useful way to bridge the gap between guided practice and free activities. Using role play, the children are asked to imagine themselves in a situation that could occur outside the classroom and adopt a specific role in situation and behave as if the situation really existed in accordance with their role. In this activity, the children will be able to practice communicating meaning, increasing their creativity, and improving their conversational skills. To create role play, the teachers may use cues, information, situation, and goals.

Role play is one of methods for learning English which contains learning activities are focus in communication. It can be a source of teaching materials to train how to speak and provide appropriate information.

e) Free Activities

The examples of free activity are pair work and group work. Some characteristics of free activities :

- They focus attention on the message/content and not on the language as such, although the language will usually be limited by the activity itself.
- There is genuine communication even though the situations are sometimes artificial
- Free activity will really show that pupils can or cannot use the language.
- Free activities concentrate on meaning more than on correctness.
- Teacher control is minimal during the activity, but the teacher must be sure that the pupils have enough language to do the task.
- The atmosphere should be informal and non-competitive.
- There is often a game element in the activity

Brewster and Ellis (2002: 107-109) also propose some speaking activities. The activities can help students become aware of the structures and vocabulary the students using and of certain aspects of English pronunciation. The speaking activities are as follows:

Activity type	Purpose	Materials
1) Look, listen and repeat	<ul style="list-style-type: none"> • To introduce new vocabulary or structures 	Picture cards e.g. animal, food,

	<ul style="list-style-type: none"> • To focus on form and pronunciation • The same technique, using a word card instead of a picture card will provide basic reading practice 	colours, actions, clothes Word cards as above
2) Listen and participate	<ul style="list-style-type: none"> • To involve pupils actively when listening to stories so provide a meaningful and familiar context in which to repeat language items 	Storybooks , rhymes, riddles, poems
3) Reading aloud	<ul style="list-style-type: none"> • To practice pronunciation and sound/ letter combinations 	Bingo boards and cover cards Snap cards
4) Memory games	<ul style="list-style-type: none"> • To develop memory skills • To practise pronunciation • To provide hidden pattern practice • To improve concentration and listening skills 	Short spoken messages or lists of items
5) Dramaziation	<ul style="list-style-type: none"> • To provide a memorable occasion for practising 	Storybooks Scripts (optional)

	<p>spoken English</p> <ul style="list-style-type: none"> • To develop confidence • To develop memory skills • To provide integrated skill practice • Develop social skills of interaction and turn-taking 	<p>Various materials for related activities</p> <p>Puppets</p>
6) Rhymes, action rhymes, songs, chants, tongue twisters	<ul style="list-style-type: none"> • To develop memory skills • To provide pronunciation practice • To consolidate or introduce new language 	<p>Rhyme, songs, chants</p>
7) Retelling a story	<ul style="list-style-type: none"> • To check if pupils have understood the main events in a story • To provide pronunciation practice, as well as some storytelling techniques, such as disguising the voice, alternating pace and so on 	<p>Storybooks</p> <p>Captions written on cards or in speech bubbles, picture prompts</p>
8) Using flash cards	<ul style="list-style-type: none"> • To provide controlled practice where pupils are 	<p>Flash cards e.g. fruit, objects, clothes</p>

	focusing on producing the correct grammatical form and pronunciation	
9) Guessing games	<ul style="list-style-type: none"> To provide a realistic context for practising the pronunciation of specific structures 	None
10) Information gap	<ul style="list-style-type: none"> To give pupils a chance to work independently of the teacher To practise fluency To use the language for real communication Develop social interaction and turn taking 	Worksheets for pupils A and B
11) Questionnaires and surveys	<p>As above, and</p> <ul style="list-style-type: none"> To practise listening skills To use the information collected for a specific purpose 	Worksheets for pupils to complete
12) Dialogues and role-play	<ul style="list-style-type: none"> To provide fluency practice To extend language use Develop social skills of 	Pupils may be given role cards, for example,

	interaction and turn-taking	<p>pupil A Pupil B</p> <div> <div> you want to buy some biscuits </div> <div> You haven't got any biscuits </div> </div> <p>Customers Shop assistant</p>
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3. Role-play

This sub-chapter describes the important matters concerning role-play. These are the definition of role play activities, the classroom management of role-play, the implementation of role-play, the advantages and disadvantages of using role-play activities.

1. The Definition of Role Play

Speaking activities are activities to teach children to communicate in English with a simple language. Therefore, teachers are required to give the fun material to their students, especially speaking activities.

Basically, the characteristics of the children are active and likes to communicate. Role play are one of the activities that stimulate children to communicate with fun activities. These activities stimulate students to speak English and make learning come alive.

As explained by Harmer, 1988:2, Role play that are those where students are asked to imagine that they are in different situations and act accordingly. Based on the characteristics of children who love to be

something exciting and high-power of their imagination. Role play activities are a great choice to serve as materials for teaching English in primary schools. Added by Ladousse, 2009:5 says it is also highly flexible, leaving much more scope for the exercise of individual variation, imitative, and imagination.

Scott and Ytreberg, 1990:40-41 states another way of presenting dialogues is through role play. Younger learners need support, especially in early stages of participating in role plays, they will still benefit and become more independent and confident with practice.

Role-playing is a teaching strategy that fits within the social family of models (Joyce and Weil, 2000). These strategies emphasize the social nature of learning, and see cooperative behavior as stimulating students both socially and intellectually. Role play is a way of bringing situations from real life into the classroom stated by Doff 1990, 232. It may also include plays, dramas, sociodramas, and simulation. In roleplay, students need to imagine a role, a context, or both and improvise a conversation. The context is usually determined, but students develop the dialogue as they proceed (Doff, 232). This differs from reading a dialogue aloud.

Role-play is useful where learners share a somewhat similar experience, which is difficult to recall because of its emotional nature. It helps students utilize their experiences of real life situation.

2. The Classroom Management of Role Play

These are the classroom management for teachers to guided the students. Base on Ladousee (2009:12) :

- a) Distinguish between noise and chaos. Noise is only a problem if the teacher next door complains.
- b) Begin with pair work rather than group work.
- c) Keep the activity short untill the students get used to it.
- d) Make sure your role play can be used with different numbers of students.
- e) Make sure the students have understood the situation and what is on role cards before you start.
- f) If your class contains a captive audiece, such as school-children, and you have done everything you can to motivate them, do not worry too much about the one or two pairs or groups which are not paticipating in the activity, unless they are disturbing the other pupils.
- g) Do not use a role play that is too difficult or too emotionally loaded until your students are used to thic activity.
- h) If your students break into their native language anyway, set up the task more progressively.

- i) Always have a follow-up activity up your sleeve for the groups that finish the role play before the others.
- j) Set a strict time limit and make every attempt to stick to it

3. The Implementation of Role Play

Role play are another familiar technique for practicing real-world transactions and typically involve the following steps (Richard, 2008: 31) :

a. Preparing

Reviewing vocabulary, real-world knowledge related to the content, and context of the role play (e.g., returning a faulty item to a store). Beside, the teachers have to split the level of learners because different levels of action will also be different.

Added by Doff 1992, states they are the steps in preparing students for their participation in role plays:

- Identify aims and objectives for a Role Play

The aims and objectives for instructional role plays should be based on student needs, objectives, and the course curriculum. Students need to understand why they are participating in the role play and how it will contribute to their learning. Student understanding will lead them to be more motivated and willing to

see the role play to its natural end. It will also provide something to discuss after the role play ends.

- **Identify the context for a Role Play**

Be sure to familiarize students with the environment in which the role play occurs. In the preceding example, it might have a picture of a meeting between a landlord and tenant, or it might have a phone conversation on an audio or video recording, perhaps one that the teacher of role play created that provides an idea of the social environment, such as the formality of the interaction.

- **Language presentation for a Role Play**

The teaching process prepares students for the language they will use in the role play. Depending on proficiency levels, this may also include nonverbal and sociolinguistic aspects such as register.

- **Role Information**

It is important that you provide students with information about the various character roles they will play. It is usually advisable for you to assign each student a role if the role play involves several students. This is not necessary in dyad role plays.

b. Modeling and eliciting

Demonstrating the stages that are typically involved in the transaction, eliciting suggestions for how each stage can be carried out, and teaching the functional language needed for each stage. Added by Scott and

Ytreberg (1990: 40) that young children teachers should go from the structured to the more open type of activity :

- Beginners of all ages can start on role play dialogues by learning a simple one off by heart and then acting it out in pairs.
- The next stage can be to practise the dialogue, but asking for different things.
- In real role play, the language used comes from the pupils themselves, so the pupils will have to be familiar with the language needed before do the role play itself.

Doff 1992 states that it is advisable that you model the role play in some way, especially if students have never before participated in this form of language practice. You can do this using a sequence of pictures and audio recordings, or model a scripted role play with another student. As students become more familiar with role play, especially at advanced levels, less preparation is needed.

c. Practicing and reviewing

Assigning students roles and practicing a role-play using cue cards or realia to provide language and other support. Teachers are guided to view the mistakes in the language-learning process. Added by Ladousse (2009: 15) argues that students at a given level make similar kinds of mistakes in role play as they do with any other teaching material, and you

will soon be able to predict which will be the most obvious ones by considering which functions, structures, and lexical items are likely to crop up in the role play you have chosen.

Added by Doff 1992, role play has three stages there are doing the role play, processing the role play and follow-up :

- Doing the Role Play

The most exciting stage is having the students actually perform the role play. Set a time limit on the role play. If it involves a solution to a problem, be sure that you have students write down or be prepared to report on the problem and solution they have chosen.

The tenant-landlord example is best done in pairs of students with you circulating to observe and provide assistance. Pairs should switch their roles halfway through the time allowed. If the role play includes more than student pairs, you should take on one of the roles. If pairs or small groups are participating in the role play, be sure to have a related or extension activity for those who finish early.

- Processing the Role Play

You and your students should discuss the results of the role play. Students will be interested in hearing what went on in their peers' role plays, and you may want to extend the role play to include discussion about sociolinguistic and cultural aspects.

Depending upon your role play, it may start with pairs or groups of students presenting their role play to the rest of the class. Or it may start with students sharing problems and solutions. For example, in the tenant-landlord role play, a pair might say, *My problem was mice. My landlord suggested an exterminator.* Then, you might discuss other solutions with the students, for example, . . . *getting a cat.* or . . . *plugging the holes in the walls.* For advanced students, you might also discuss register, nonverbal behaviour, and protocols for making complaints to those who seem to have power.

It is also useful to get feedback from the students on how they liked the role play as a learning strategy and how it could be used or improved in future.

- Follow-Up

Your role-play activity need not end in class. You can have students write-up their role play as a narrative or a script. You can assign this as homework; to check understanding, give students a worksheet to fill in, based on the role play. Collect the homework to analyze any further work that needs to be done to achieve your objectives.

4. The Advantages of Using Role Play

They are the advantages of using role play, based on Ladousee 2009, 6-7 :

- a. A very wide variety of experience can be brought into the classroom through role-play. The range of functions and structures, and the areas of vocabulary that can be introduced, go far beyond the limits of other pair or group activities, such as conversation, communication games, or humanistic exercises. Through role play we can train our students in speaking skills in any situation.
- b. Role play puts students in situations in which they are required to use and develop those phatic forms of language which are so necessary in oiling the works of social relationships, but which are so often neglected by our language teaching syllabuses. Many students believe that language is only to do with the transfer of specific information from one person to another. They have very little small talk, and in consequence often appear unnecessarily brusque and abrupt. It is possible to build up these social skills from a very low level through role play.
- c. Some people are learning English to prepare for specific roles in their lives: people who are going work or travel in an international context. It is helpful for these students to have tried out and experimented with the language they will require in the friendly and safe environment of a classroom. For these students, role play is a very useful dress rehearsal for real life. It enables them not just to acquire set phrases, but to learn how interaction might take place in a variety of situations.

- d. Role play helps many shy students by providing them with mask. Some more reticent members of a group may have a great deal of difficulty participating in conversations about themselves, and in other activities based on their direct experience. These students are liberated by role play as they no longer feel that their own personality is implicated.
- e. Perhaps the most important reason for using role play is that is fun. Once students understand what is expected of them, they thoroughly enjoy letting their imagination rip. Although there does not appear to be any scientific evidence that enjoyment automatically leads to be agree that in the case of the vast majority of normal people this is surely so.

Scott and Ytreberg (1990: 41) argue that dialogues and role play are useful oral activities because:

- a) Pupils speak in the first and second person. Texts are often in the third person.
- b) Pupils learn to ask as well as answer,
- c) They learn to use short complete bits of language and to respond appropriately.
- d) They don't just use words but also all the other parts of speaking a language – tone voice, stress, intonation, facial expression, etc.
- e) They can be used to encourage natural 'chat'

Nyquist, J.G (2003) supports Ladousse's theory by proposing that the advantages of role play, they are :

- a) Actively involves participants
- b) Adds variety, reality, and specificity to the learning experience
- c) Develops problem-solving and verbal expressions skills
- d) Provides practice to build skills before real-world application and when "real" experiences are not readily available
- e) Enables learners to experiment in a safe environment with behaviors which strike them as potentially useful and to identify behaviors which are not
- f) Can provide an entirely new perspective on a situation and develop insights about feelings and relationships
- g) Provides teacher immediate feedback about the learner's understanding and ability to apply concepts
- h) Improves the likelihood of transfer of learning from the classroom to the real world

Finally, role play is one of techniques for communicative language. Role play also increases motivation and develops fluency in language students. They are activities to promote interaction in the classroom. Added by Ladousse (2009:7), Role play is perhaps the most flexible technique in the range, and the teachers who have it at their finger-tips are able to meet an infinite variety of needs with suitable and effective role-play exercises.

B. Conceptual Framework and Research Questions

This sub-chapter presents the important matters focusing on the study. These are conceptual framework of the study and research questions. They provide framework for the researcher in planning and conducting the research.

1. Conceptual Framework

Teaching english start elementary school level of government attention. Evidenced by the existence of government regulations such as that learning. This was stated in Government Regulation No. 19 Year 2005 on National Education Standards, and also a row in regulation No. 22 of 2006 on the Content Standards and Regulation of Minister No. 23 of 2006 on Graduate Competency Standards. Given these regulations, every school has a guidance for held learning English well and fluent.

However, the students found some problems in the English teaching learning process. One of the problems is the low students speaking skills. Speaking is one of the important skills that should be acquired by students. Ideally, in the speaking teaching and learning process, students have to be given some opportunities to practice the language and produce it in the spoken form.

There are several ways to improve speaking skills such as information gaps, games, debates, role play, etc. The researcher choose

role play to be the method that matches with the students characters. The role play are activities that can be help the students at SDN Jombalng II Berbah to improve speaking skills. One of the advantages of role play is reducing the sense of shyness in children. Another advantage is the fun simulation activity for children to follow.

As the speaking skills are very important in the teaching of English, colaborative work to improve the English learning is necessary among related to the research team members such as the english teacher and the researcher. By using an action research, it is expected that the students' speaking skills in SDN Jomblang 2 Brebah can improve through the use of role-play.

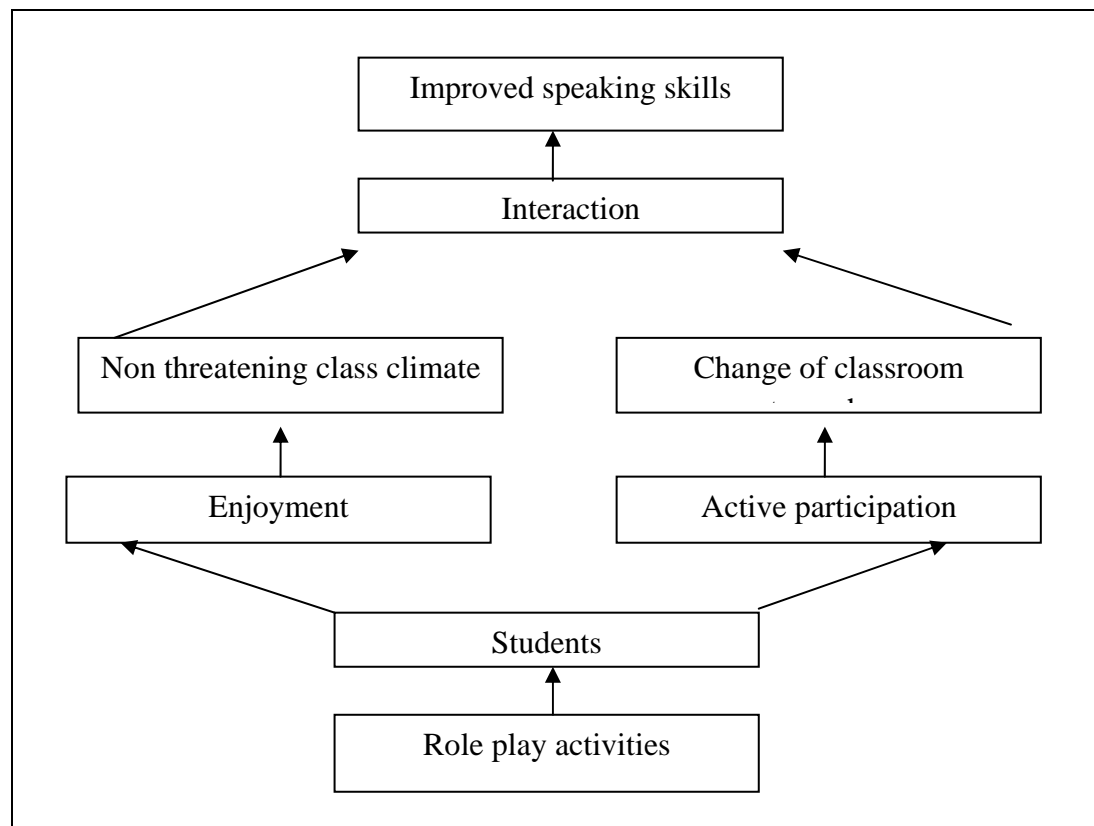
2. Research Questions

Based on the background of the study in chapter 1, the researcher plans the possible action to solve the problem found. In this study the problem is that the students' speaking skills of the fifth grade students of SDN Jomblang II Brebah is poor. To solve the problem, the researcher needs to plan the actions. In planning the actions, the researcher proposes research questions to help her in arranging the report in chapter IV. Here below questions.

- 1) How are the role play implemented in the fifth grade of SDN Jomblang II Brebah?

2) How do role play improve the students speaking skills?

It is expected that there will be some changes in the teaching of English as the fifth grade students of SDN Jomblang II after the new technique is applied. The schema of the conceptual framework of this research can be seen as follow:



CHAPTER III

RESEARCH METHOD

A. Research Type

This research is categorized as action research. The purpose of this research is to make changes and improvements in 5th grade students' speaking skills in SD Jomblang II, Sleman in the academic year of 2012/2013 by implementing role play.

B. Research Design

This research was conducted collaboratively by the researcher with his collaborator, the English teacher, the principal, and also the students in grade 5. The team worked together to improve what had been going on in the classroom by formulating the problems, making plans, implementing the actions, and holding the reflection of the action which had been carried out. This action research was carried out following the process below:

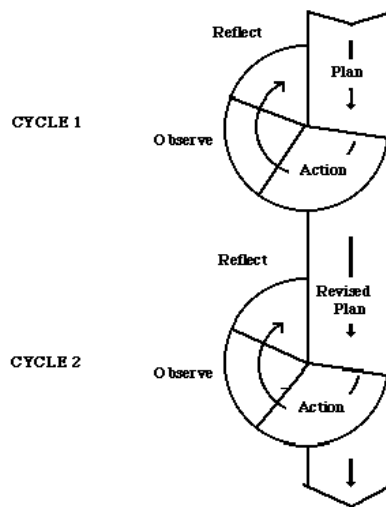


Figure. 1. Action research cycles (Burns: 1999)

C. Research Setting

This research was carried out in SD Jomblang II, Sleman in the second semester in the academic year of 2012/2013. It was from April to June 2013. The class was held once a week, every Tuesday from 10.45 up to 12.15 am. The duration was 2 x 35 minutes for each meeting.

This school was located in Berbah, Sleman. It had 6 classrooms; one classroom for each grade. Their size was 6 X 7 meters. Regarding to other facilities, the school had a principal's room, a teacher office, a mosque, a schoolyard, a kitchen, a school health unit room (UKS), a library, some toilets, and a parking area.

The classroom for grade 5 was positioned between grade 4 and grade 6. Inside the classroom, there were 16 tables and 32 chairs. In the right corner of the front, there were a table and a chair for the teacher, and also a cupboard to keep things, such as chalks, marker, ruler, eraser, textbook, etc. In the back, the chart

of the class organization and the schedule of cleaning activities were hung on the wall. There were two wide blackboards in the front. Overall, the classroom was comfortable and got enough sunlight through its glass window.

English had been introduced in SD Jomblang II, Sleman from grade 1. For each grade, English class was held once a week, which for grade 5, it took every Tuesday, began from 10.45- 12. 15 There was only one teacher who was in charge teaching English. The named is Mrs. Yohana Andang Sujiwa, SPd. SD. She graduated from PGSD in Sanata Dharma.

When teaching English in grade 5, the teacher took the materials mainly from students' worksheets (LKS), from textbook entitled "Speed up" published by *Yudistira*. She mostly implemented Grammar Translation Method and direct drilling in her teaching. The activities were monotonous because she did not provide interesting media to attract students' interest. Furthermore, there was much less proportion on the speaking skills to learn by the students.

D. Participants of the Research

The participants of this research are 5th grade students of SD Jomblang II, Sleman in the academic year of 2012/2013. The class consisted of 14 girls and 16 boys. Most of them were ten years old. Most of the students were from low economical background and their parents worked as farmers.

E. Procedure of the Research

1. Reconnaissance

Reconnaissance was the first step in which the information was collected to identify the existing problems in the field. In this action, the researcher interviewed the English teacher and the principal, and held discussions with them. They shared their opinions and ideas related to the real condition of the 5th grade students and the situation in the process of English teaching learning in grade 5 in SD Jomblang II, Sleman. In addition, the data were also gathered from the observations of the English teaching learning process and the interviews with some 5th grade students.

2. Planning

After identifying and choosing the most feasible and urgent problems to be solved, the researcher and the English teacher made some plans to be implemented in the teaching learning process. The objective of the actions was to improve the students' speaking skills by implementing role play.

3. Implementing and observing the action

The actions were performed in two cycles. Each cycle was done in three meetings. While the action plans was being implemented, the collaborator observed and recorded the students' reactions during the activities. After the action had been done, some students were interviewed. Based on the observation, field notes, and interviews, the team discussed the implemented actions and analyzed the results. The result of the discussion was served as an evaluation to be used to carry out the next actions

4. Reflection

Reflection was conducted in every cycle. It was important to do to evaluate whether the actions were successful or not and to determine whether the objectives were achieved or not. If the actions were done well and reached the objectives, they would be continued. In contrast, if the actions were unsuccessful, they would be revised in the next cycle. The data which had been discussed in the reflection was gotten from the observations and the interviews with the English teacher and some students of grade 5. At the end of each action, the researcher and the collaborator discussed the results of the implementation of the actions. They shared their opinions about anything happened during the implementation and the result of the implementation and highlighted the reactions of the students during the actions.

F. Data Collection Technique

The data were gathered in every step through observations and interviews. They were qualitative in nature. In the reconnaissance step, the researcher conducted some observations and interviews with the students and the English teacher. The data were then served in the form of field notes and interview transcripts. While the actions were being implemented, the collaborator observed whatever happened in the classroom to get the information from the teaching learning process. Then the results were presented in the form of field notes. With the intention of completing the data, the interviews were held with the collaborator, the students and the English teacher. The data from those interviews were served in the form of interview transcripts.

G. Instruments of the Research

In collecting the data, the researcher used two instruments. They are observation guidelines and interview guideline.

1. Observation guidelines

Observation guidelines were used in the reconnaissance and action and observation steps. In reconnaissance step, the observation guideline was used to find out the existing problems. Meanwhile, in the action and observation steps, the observation guideline was used to see the implementation of the actions.

2. Interview guidelines

Interview guidelines were used in reconnaissance and reflection steps. In reconnaissance step, the interview guidelines were used to find the existing problems in the field. There were three kinds of interview guideline, one for interviewing the principal, one for English teacher and one for interviewing the 18 students. In the interview guideline which was for the principal, the researcher emphasized the general condition about the teaching learning of English subject in that school; while in the interview guideline which was for the English teacher, the focuses of the points were the teacher's perception of the students' English competence, the students' involvement during the lesson, the techniques and activities the teacher used, the materials, also the facilities and media in English teaching and learning. For interviewing the students, the interview guideline focused on the students' perceptions of the

English lesson, the difficulties in learning English, and the activities during the English lesson.

On the other hand, in the reflection steps, the interview guideline was used to see the students' and collaborator responses to the implementation of the action. There were two kinds of interview guidelines in the reflection steps which were for the students as the subjects of the research and the collaborator. For interviewing the students, the guideline focused on the students' opinions about the actions, the improvement of their speaking ability, and their difficulties during the activities of the actions. For the collaborator, the points of the interview guideline were the collaborator's opinion about the action, the condition of the class, and the students' involvement during the teaching and learning process.

H. Data Analysis

The data which were qualitative in nature had been gathered from observation activities and interviews were then analyzed. This data analysis was processed in the reflection in each cycle. By holding the reflection, authentic data were acquired. The analysis was carried out on the description of performances in the actions, the result of the research, and opinions from the teacher, collaborator, and students. Moreover, the researcher also analyzed the interview transcripts, which showed the improvement on students.

I. Research Validity

This research referred to Burns' (1999: 161-163) criteria of the fulfillment of the research validity. They are:

1. Process validity

To fulfill this criterion, the researcher observed classroom activities, made field notes during the lessons, interviewed students, and held discussions with the collaborator.

2. Catalytic validity

The students' perceptions of problems in the research setting were monitored by asking their responses to the changes occurring to themselves. It was purposed to help them deepen their understanding of their social realities of the context and their role; and of the action taken as a result of those changes.

3. Democratic validity

The teacher was asked to observe and report the students' reaction during the teaching and learning process to fulfill this criterion. On the other hand, the collaborator was requested to contribute in observing and reflecting the action. The researcher also gave students opportunity to give their opinions and responses to the actions.

4. Dialogic validity

The researcher always had dialogues with the collaborator and the teacher in reviewing what had he done in the classroom. The dialogues were purposed to review the actions so that he could plan better lessons for the next meetings. He also had a dialogue after the whole actions were implemented and after the findings were formulated to validate his findings and to evaluate what he had done.

CHAPTER IV
RESEARCH PROCESS, FINDINGS,
AND INTERPRETATION

A. Reconnaissance

1. Identification of the field problems.

Before discussing the problems that exist at SD Jomblang II, the researcher would present the researcher observation.

Day/ Date : January, on 05th 2013

Time : 10.45- 12. 15

Place : Classroom of V

Activity : Observation

Respondent: a. English Teacher

b. Students of V

c. Researcher

The English teacher enters the classroom. Then she greets the students by saying “good morning, students”. The students respond to the greeting by saying “good morning”. After the students answer greeting, she say “how are you today?” Then the students respond by saying “I’m fine, and you?” But some of them do not answer the greeting. The teacher answers “I’m fine too, thanks”. Then the teacher open the classroom activity without correct the greeting answer of the students.

After that, she asks the students in Indonesian and Javanese language whether there is any homework or not “Pertemuan kemarin, enek PR nggak?”. Then the students answer loudly “ ga ada miss”.

Afterwards, the teacher starts the activity. However, she doesn't bring any media for teaching her students unless some textbooks and LKS (Lembar Kerja Siswa). Then she says “Siapa yang masing ingat tentang pelajaran minggu lalu? (Who is remember, what we learn yesterday?). One of them answer, “Bagian tubuh, miss” (Part of the body, miss). The teacher asked to the students to did the exercise of the text book. She said “ nah saiki kerjake halaman rolikur” (Now, you all did the exercise on page twenty two). She didn't use classroom English when gave explanation the material. “Wes podo rampung rung?” (Did you got the finished?) , said the teacher. “Sudah miss” (I was finished miss), said some students. “Ning kono kan enek dialog coba bagus baca karo sebelahmu” (there are some dialogue then Bagus spell the dialogue with your in pair friend). The teacher didn't give opportunity to practice. “wah kok aku to miss, belum bisa miss” (why you choose me? I not ready yet miss) answered Bagus. “Ayo gek dicoba dibaca” (Let's read the dialogue) , said the teacher.

2. Weighing the field problem

From the table above, there are many problems in the English teaching and learning process at SDN Jomblang II. There are many problems that urgent

to solve quickly. The problems are connection with the students' speaking skill in the English teaching learning process.

Here are the urgent problems that were taken. The problems affecting the 5th grade students' low speaking skill at SDN Jomblang II that needed to be solved soon.

No	Problems	Codes
1.	The students were shy to speak English	S
2.	The students were afraid to make mistakes	S
3.	The students had difficulty in memorizing the vocabulary	S
4.	The students had difficulty in using language functions	S
5.	The students still had difficulty in pronunciation	S
6.	The teaching and learning process lacked the use of media	ME
7.	The students did not fully participate in the speaking activities	S
8.	Most of the students could not respond to spoken English	S

S = the Students

ME = Media

After weighing the problems based on the data, the researcher selected the field problems that were feasible to be solved. The following table presents the solvable problems.

The solvable problems affecting the 5th Grade Students' Low speaking skill at SD Jomblang II.

	Problems	Indicator	Possible Causes	Sources
Students' participation	The students did not fully participate during the speaking activities	The students practiced the dialogue only once or twice. After that, they were busy talking each other	The students were not interested in the activities. Media were not optimally used during the teaching and learning process	Observation
Students confidence	Most of students were not confident to speak English	They were shy and afraid to make mistakes in speaking	The students were not given a model before being asked to speak. The students were not	observation

			<p>given context</p> <p>the practice</p> <p>speaking.</p> <p>Useless of</p> <p>classroom</p> <p>English.</p>	
comprehension	<p>The students</p> <p>had</p> <p>difficulties in</p> <p>following</p> <p>what was said</p> <p>in English</p>	<p>The students</p> <p>could</p> <p>comprehend</p> <p>only few</p> <p>instructions</p>	<p>The teaching</p> <p>and learning</p> <p>process rarely</p> <p>used English</p> <p>classroom.</p> <p>The students</p> <p>did not</p> <p>understand</p> <p>what they</p> <p>said.</p>	Observation
Fluency	<p>The students</p> <p>lacked of</p> <p>fluency in</p> <p>using a</p> <p>certain</p> <p>language</p> <p>function</p>	<p>The students</p> <p>were doubtful</p> <p>to speak and</p> <p>sometimes</p> <p>choose to be</p> <p>silent when</p> <p>they were</p>	<p>The students</p> <p>were not</p> <p>given</p> <p>opportunity</p> <p>to practice</p> <p>speaking.</p> <p>The students</p>	observation

		asked to practice	had limited vocabulary	
Vocabulary	The students lacked of vocabulary	The students did not speak fluently	The teaching and learning activities lacked fun activities.	Observation and interview
Pronunciation	The students had difficulties in spell English	The students miss pronounced some words	The students were not provided with a model. The students were not given opportunity to practice.	Observation and interview

3. Determining Actions to solve the field problems

After identifying the problems, there were four actions that were planned as the result of the discussion. There are:

- a. Using role play as the production stage. The role play is the main activities to improve their speaking skill. Using role play in the

production section was aimed to improving the students' involvement that led to students speaking skill improvement. The role play bring different atmosphere when the students act another character in the topics of the role play. The role play helps the students spelling the words correctly. The students were expected to practice actively in the speaking activities and not shy to speak up or afraid to make mistake.

- b. Using classroom English to make the students familiar with simple expressions used in the classroom. By using classroom English, the students would be familiar with expressions and would be able to use them later.
- c. Using various media when presenting new language to interest students' during the teaching and learning process. It was aimed to helping the students in memorizing the new language function and words that had been presented and to keep their attention during the activities. The researcher planned to use pictures, hand puppets, relia, cue card and role card.
- d. Using songs to make the students more familiar with new words and spelling the words correctly. Songs would help students in pronunciation and the memorization of vocabulary.

The process of determining the solvable problems and planning the actions to overcome the problems was considered valid as it was in line with concept of democratic validity in which the researcher and the English teacher worked collaboratively. In this process, the students and the teacher were given

opportunity to give their opinions, feelings and expectation related to the English teaching and learning process.

B. Implementation of the actions.

1. Report on cycle 1

The teaching and learning process of cycle 1 was conducted in three meetings. In each meeting, the role play was applied in the production section to motivate the students to speak and provide them with enough opportunities to practice the language functions. In the role play, there are role card and cue card that helps students to speak up and support classroom management in improving the students speaking skill.

a. Planning

After formulating the field problems and designing the actions, course grids. The researcher made lesson plans and media that appropriate with the topics. The expression that would be taught are asking about what someone order, asking about what someone has, and asking about where someone go. The topics and the material were chosen from syllabus that was used by the teacher. In cycle 1, it has three language functions in every meeting.

Afterwards, the activities of the teaching and learning process were determined. The role play would be implemented in the production. The researcher would use various media in presenting the language functions, reviewing the vocabulary, giving a model, and

encouraging the students to speak. The researcher would use songs also to make the students familiar with expressions. The researcher chosen role play because the students could play several characters based on the rules of the role play. The materials of the role play presented by the researcher.

Lesson plans were made as guidance in conducting the teaching and learning process. The researcher decided to use PPP (presentation, practice, and production) technique.

- Presentation : language function, reviewed the vocabulary, gave model by using media and songs.
- Practice : students sang the song, played game card to practice the language function in pair.
- Production : played role play in group.

The action that would be implemented in each meeting of cycle 1 was formulated as follows.

Cycle 1 meeting 1st as:

1. The topic is “Food and Drink”
2. The song is “Yummy, Yummy Pizza”
3. The game is “Game Card”
4. The role play is “Customer and Waiter/ waitress.

Cycle 1 meeting 2nd as:

1. The topic is “Things in The Classroom”
2. The song is “Our Things in The Classroom”
3. The game is “Game Card”
4. The role play is “Friends and The Other Friends”

Cycle 1 meeting 3rd

1. The topic is “Room at The School”
2. The song is “May I go to classroom”
3. The game is “Game Card”
4. The role play is “Students Exchange and The Students”

b. Action and Observation cycle 1

The actions were performed in three meetings; on April 23rd, April 30th and May 7th. The materials which would be learned in cycle 1 were food and drink, things in the classroom, room at the school. They were different theme of role play. The first meeting was customers and waiters/ waitress in restaurant. The second meeting was friends and the other friends in classroom. The third meeting was students exchange and the students at school.

The result of actions and observation cycle 1 could be described as follows:

1. Improving students speaking skills through role play
 - a) Meeting 1

The role play was production activity. The teacher did not control the students to their performed. The role play aimed to learn speaking skills.

The theme of first meeting was food and drink. The teacher introduced the kinds of food and drink. To make it easier for students, the researcher gave the picture to each student and plays “Game Card”. It trains the students to pronounce the vocabulary and make easier to remembering the words. The researcher also found the students mispronounce when spelling the word.

S1 : Iki kie moco ne opo to? (How did I pronounce this word?)

S2 : kui kie /Sop/ (It is /sop/)

R : Loh bukan /sop/ tapi /su:p/ ayo repeat after Miss Putri /su:p/. (No, it is not /sop/ but /su:p/ repeat after Miss Putri /su:p/)

Ss : /su:p/

R : Very good

The researcher used role play to attract students' interest in learning English. In role play, there are many characters that students could play in different setting. The first meeting, the

researcher used restaurant setting. The characters are between customers' and waiters/ waitress. The students divided into groups that consists four students. The students in each group determined the character that they choose.

After that, the researcher gave the role card and cue card to each group. The role card consist setting, members, actor, language function and the cue card consist pictures. The pictures explained the food and drink that the customer's order. There are a plate of fried rice, a slice of cake, a cup of tea and a glass of orange juice.

Before the students implemented the role play, the teacher explained the example of dialogue role play in the restaurant with the puppet. The researcher also gave the students opportunity to practice.

*R : excuse me; what do you want to order mam? I want to order a pan of pizza.
Miss putri beri kalian waktu untuk berlatih dengan teman kalian. (Miss putri gave you opportunity to practice with your friends).*

In implementation, the role play run smoothly and the students change to do practice. The students looked enthusiastic and they felt enjoy

to played in different character. The enthusiasm students were reflected below:

R	<i>Gimana tadi belajarnya suka ga? (what do you think about the learning English today?)</i>
S2	<i>Suka banget miss, ada gambar- gambarnya lucu miss (really, Love it miss. There are many lovely pictures.)</i>
S3	<i>Iya miss, enak dilihate. Jadi bisa hapal trus diajarin moco barang miss. (yes mam, It is good looking. So we will memorizing and spelling them)</i>
S2	<i>Trus pas kae loh miss, pas dadi pelayan wes koyo ning restoran miss. (when I play as waiters, I felt like at the restaurant)</i>
R	<i>Hehe berarti paham to pelajaran hari ini? (hehe, are you understood the lesson today?)</i>
S1	<i>Iya miss, “what do you want to order miss?” hahaha (yes, I am understood. What do you want to order miss?)</i>
R	<i>Weh iso langsung praktek, I want to order a plate of fried rice. (wow, you can immediately practice. I want to order a plate of fried rice.)</i>
S2	<i>Nasi goreng to miss. (Is it fried rice miss?)</i>
R	<i>Yups, udah pada bisa semua ya. Serukan pelajaran hari ini? (yes, you are understood the lesson. Are you enjoy this lesson today?)</i>
S1	<i>Seru banget miss, besok lagi ya miss. (really fun miss, I hope tomorrow we can play it)</i>

b) Meeting 2

The theme of the second meeting was things in the classroom. The researcher still used Game Card to easier the students remember vocabulary of

things in the classroom. The first researcher pronounced the kinds of things in the classroom with showing the pictures and the things. When the students got the mistake of pronounce word then the researcher corrects the error.

Then, the setting of the role play was at the classroom. The characters were the friends and the other friends. The cue cards was consist a bag, an eraser, a whiteboard, and a lamp. The pictures explained the things that the students asked. Then the rules, the students divided into groups that consists four students. The students in each group determined the character that they choose. The language function of this meeting was “do you have . . .?” And they should answer “yes, I have . . . / no, I don’t have . . .”

In this action, the students were very passionate in doing role play because it was something new for them. They had never done it before. The students got different expression to show the character. Their enthusiasm was reflected in the interview below:

R : kalau pas role playnya suka ga? (do you like the lesson today?)

S1 : suka miss, (Yes, I like miss)

R : kalo Alya suka ga? (What about you Alya?)

S2 : iya miss, suka banget (So do I miss, I really like it)

R : Jadi apa kamu tadi Reni? (What the character did you have?)

S1 : Aku jadi friend miss. (I was friend, miss)

R : Do you have a sharpener?

S1 : emm. . . no, I don't have sharpener miss. Hehhe

R : very good. Terus Alya, Do you have a pencil case?

S2 : yes, I have a pencil case miss.

R : excellent

c) Meeting 3

In the last meeting of cycle 1, the theme was room at the school. Firstly, the researcher explained the room at the school and played game card. The researcher gave the mini picture to each student. The picture consist kinds of room at the school. The students in pairs practice dialogue. The dialogue asked and gave in formation. For the examples question of the dialogue was “where is canteen?” And the answer was “It is besides teacher room”.

Afterwards, the production activity was the role play at the school. The characters to be performed were students exchange and the students. The researcher gave the role card and cue card. The cue card explained the picture of rooms at the school and mini map. The student exchange asked to the students how to she or he found the room. The students gave information based on the map the direction to the room.

Before the students performed in front of the class, the students got the opportunity to practice with the group. The action was successfully run. Most of the students enjoyed that. It pushed them to speak simple English with their friends in a fun way. It can be seen from dialogue below.

R: Hello. Menurut kalian bagaimana pelajaran kita tadi?

(Hello. What do you think about our class today?)

S1: Seneng banget.

(It was exciting.)

R: Kalo kamu? (bertanya kepada siswa lainnya)

(What about you?) (Asking another student)

S2: Menyenangkan. Aku baru pernah main begini

(It was fun. It was the first time for me playing such game)

R: Besok-besok mau lagi ga?

(What if we do this game again in our next meeting?)

S2: Iya, Miss.

(That would be lovely, miss.)

2. Using Classroom English

In the very first meeting, students were introduced to the simplest instruction. It included the greeting, the way students respond in presence checking, and another instruction. In greeting the students, the researcher used “*Good morning, everybody*” and “*How are you today?*” Next, she called the students one by one to check their presence and tells them to answer “*present*” after their names get called.

R : Sekarang Miss Putri akan mengecek presensi kalian. Nanti setelah nama kalian dipanggil, kalian jawab “present,” begitu ya. (Now, I would like to check your presence. You must reply “present” after your name was called. Understood?)

*Ss : (serempak menjawab) Ya, miss.
(answering together) Yes, miss.*

R : Bagus

SI : present

R : Good

The researcher gave the rule of the class. When the students want got to the bathroom, the researcher asked the students to use “Miss, may I wash my hands please?” To check the students’ understanding, the researcher used “*Do you understand?*” For inviting questions, she used “*Any*

question?” The students usually answered by saying “*Not yet.*” To know the students’ readiness before playing games, the researcher used “*Are you ready?*” and “*Have you finished?*” to know whether they had finished doing the tasks given or not. The students usually answered by saying “*Yes*” or “*Not yet, Miss*”. During the lesson the researcher sometimes thanked the students for their participation by saying “*Thank you*” and sometimes complimented them by saying “*Great*”, “*Good*” or “*Excellent*”. The researcher also used English to closing the meeting. The researcher said, “*Okay, class, time is over. See you next Tuesday*” the students kept silent and talked to each other. She repeated loudly, “*See you class*” and they answered “*See you, Miss*”.

The use of classroom English helped students to improve their English and made them familiar with English. The using classroom English was effectively for researcher in delivery simple language function for the students.

3. Using Various Media in teaching and learning English

The first, the researcher used big picture for meeting one, two and three. The big picture helped the researcher to attract the students’ attention. The researcher

presented the material to use big picture. So the students could be more motivated to focus on the researcher explanation.

<i>R</i>	<i>Oia miss boleh Tanya- Tanya ga? (May I ask the questions?)</i>
<i>S1</i>	<i>Apa miss? (sure miss)</i>
<i>S3</i>	<i>Kenapa'e miss? (exactly sure miss)</i>
<i>R</i>	<i>Gimana tadi belajarnya suka ga? (what do you think about the learning today?)</i>
<i>S2</i>	<i>Suka banget miss, ada gambar- gambarnya lucu miss. (I was really fun, there were interesting pictures)</i>
<i>S3</i>	<i>Iya miss, enak dilihate. Jadi bisa hapal trus diajarin moco barang miss. (It was good to view. So we could understand and pronounce the words)</i>

The second, the researcher used puppet for help her to presenting the material. The puppet as a partner for the researcher presented the dialogue how to ask and give information.

The third, the researcher used role and cue cards. Both of them held to easier the students play the action. The role card consist setting, members, actor, language function and the cue card consist pictures. The pictures explained the food and drink that the customer's order, the things that the students asked, the rooms at the school and mini map.

4. Using song

The researcher used songs to help her present the topic. The selection of the songs was based on the theme of the teaching-learning. The first song was “Yummy, yummy pizza”. The second song was “Our things in the classroom”. The last meeting song in cycle 1 was “May I go to the classroom”. The songs were intended to get enjoyable practice in pronouncing the words of food and drink; things in the classroom; and rooms at school. By using the song, the students could memorize the words in the enjoyable atmosphere.

c. Reflection and Conclusion cycle 1

After conducting the actions in the cycle 1 of the researcher, there were some reflections. The researcher analyzed the data from the observations and the interview transcripts to evaluate the actions. All members of the research actively gave their opinions, feelings, and suggestions related to the actions. The following were the results of the reflection and conclusion:

Actions in Cycle 1	Reflection in Cycle 1	Conclusion in Cycle 1	Recommendation for Cycle 2
Using role	Using interactive	This action	The role play should

play as the production activity to improve the students' speaking skill	games was effective to improve the students' speaking skills. The students could reduce their shame when pronounce words. They were also more motivated to learn English. But some of the students were crowded when waiting turn their performing.	would be sustained in Cycle 2 with improvement.	be modified by considering the appropriate activities which could encourage students to be more actively involved in the teaching-learning process and should make the students confidently speak English. So they could improve their speaking skills. The researcher would give score when they perform in front of the class.
Using classroom English effectively	The use of classroom English was successful to familiarize the students with English.	This action would be sustained in Cycle 2 with improvement.	The classroom English used should be modified so that there would be two ways of communication between the teacher

			<p>and the students.</p> <p>The researcher would the students practiced the simple language function.</p>
Using various media	<p>The use various media as big picture, role card, cue card and puppet was effective to attract the students attention and to motivate them to get more actively involved in the teaching and learning process.</p>	<p>This action would be sustained in Cycle 2 with improvement.</p>	<p>The varied and colored media would still be used.</p>
Using songs	<p>By using songs, the students became enthusiastic and interested in learning English.</p>	<p>This action would be sustained in Cycle 2 with improvement.</p>	<p>More varied songs should be introduced to encourage and motivate the students and make them actively engaged during the teaching-learning process.</p>

2. Report cycle 2

a. Planning

According to the results of the reflection step in cycle 1, there were changes in the cycle. The researcher and the English teacher planned some efforts to solve the problems found during the implementation of the actions in Cycle 1. In order to solve the problems, the researcher and the English teacher would still use the similar activities as those in Cycle 1 with some modifications and additions.

The action that would be implemented in each meeting of cycle 1 was formulated as follows.

Cycle 2 meeting 1st as:

1. The topic is “Public places”
2. The song is “where is cinema?”
3. The game is “Game Card”
4. The role play is “The villagers and the cities”.

Cycle 2 meeting 2nd as:

1. The topic is “Prices”
2. The song is “I want buy milk”
3. The game is “Game Card”
4. The role play is “Buyers and sellers”

Cycle 2 meeting 3rd

1. The topic is “Clothes and accessories”
2. The song is “My clothes”
3. The game is “Game Card”
4. The role play is “Customers and clerk”

b. Action, Implementation, and observation cycle 2

The actions were performed in three meetings; on May 14th, May 21th, and May 28th. The materials which would be learned in cycle 2 were public places, prices, clothes and accessories. They were different theme of role play. The first meeting was the villager and the city. The second meeting was buyer and seller. The third meeting was customer and clerk.

The result of actions and observation cycle 2 could be described as follows:

1. Improving speaking skill through role play

a) Meeting 1

The first meeting in cycle 2 was public places. The researcher explained kinds of public places and preposition as between, besides, across, in front of, etc. She drawn map on the whiteboard. The map helped the researcher to taught direction.

Before the researcher started the role play, she gave every students picture to playing game card. The students in pairs had picture of public

places. The game improved speaking skill and vocabulary of public places. She corrected the students that had mispronunciation.

SI : /restoran/

R : no no no, it is / res.tr nt/, ayo coba tirukan (Let's try to imitate

SI : / res.tr nt/

R : excellent

The researcher used role play to attract students' interest in learning English. In role play, there are many characters that students could play in different setting. She had chosen on street place. The characters are between the villager and the city. The students divided into groups that consists four students. The students in each group determined the character that they choose.

Afterwards, the researcher gave the role card and cue card. The cue card explained the picture of public places and mini map. The student villager asked to the city how to she or he found the place. The city gave information based on the map the direction to the place. The language used for this section as "where is the railway station?" and

the answer was “it is between bus station and gas station”.

During the teaching and learning process, the students looked enjoyable with the role play. The role play was effectively for teacher used to teaching English.

b) Meeting 2

The theme of the second meeting, the researcher would teach prices. To be easier for students, she taught how to spelling the money. The researcher was show and pronounces real money and pictures of money to the students. Then, the students practice with the students in pair. They practiced use game card to improve their speaking skill.

Afterwards, the teacher started the role play. She divided students into groups that consist of four students. The students played characters of the buyer and the seller. The buyer asked prices of groceries in the market. The seller answered the question of the buyer. The buyer asked “how much is a kilo of sugar?”, and the seller answered “It is ten thousand rupiah.”

R : hmm, how much is a kilo of sugar? (The researcher shown the picture of the sugar and the price)

R : It is ten thousand rupiah.

Miss putri beri kalian waktu untuk berlatih dengan teman kalian. (Miss putri gave you opportunity to practice with your friends).

In this action, the students were very passionate in doing role play because it was something new for them. They had never done it before. The students got different expression to show the character. Their enthusiasm was reflected in the interview below:

R : gimana suka pas jadi pembeli? (Do you like when you act the customer?)

SI : suka miss, (Yes, I like miss)

R : Tadi beli apa aja di toko? (What did you buy at the market?)

SI : aku beli sabun miss. (I bought a soap)

R : How much is it?

SI : piro yo, lali miss. Kayak'e 5ewu. Five thousand miss. (I forgot it, but I little remembered five thousand).

c) Meeting 3

In the last meeting in cycle 2, the theme was the clothes and accessories. Firstly, the researcher

explained the clothes and accessories and played game card. The researcher gave the mini picture to each student. The picture consist kinds of clothes and accessories. The students in pairs practice dialogue. The dialogue asked and gave in formation. For the examples question of the dialogue was “Do you have a shirt?” And the answer was “yes, I have a shirt/ No, I don’t have a shirt”.

Afterwards, the production activity was the role play on the street. The characters to be performed were the customer and the clerk. The researcher gave the role card and cue card. The cue card explained the pictures of clothes and accessories.

Before the students performed in front of the class, the students got the opportunity to practice with the group. The action was successfully run. Most of the students enjoyed that. It pushed them to speak simple English with their friends in a fun way. It also improves their English. It can be seen from dialogue below.

R : emangnya tadi jadi apa? (What character did you act?)

SI : jadi clerk miss. (I was perform clerk)
R : Do you have a purple trouser?
SI : celana ungu ya miss? (Is it a purple trouser?)
R : Ya betul. (It is right). Ada ga celana ungu di rumah? (Did you have a purple trouser at your home?)
SI : No, I don't have a purple trouser, miss. Wong aku lanang ogg miss. (I am a boy).

2. Using Classroom English

The students were used to hear and respond the simple expression. The researcher conducted routinely classroom English to students familiar with English. The researcher added more expression in the teaching and learning process, such as to check the students' understanding, the researcher used "*Is it clear for you?*". Most of the students confused, and then the researcher explained in Bahasa Indonesia. Then the researcher added expression of closing the lesson, she said "*That's all for today. On Tuesday, there will be more. See you*", the students kept silent and talked to each other. She repeated loudly, "*See you class*" and they answered "*See you, Miss*".

3. Using Various Media

The effectiveness of the type of the big pictures used in the former cycle made all the research members agree to use them in second cycle. Here, the big pictures were about the kinds of public places, money, daily needs, clothes and accessories.

Beside the flashcards, the researcher also used role card and cue card. The card helped the students to perform role play in front of the class. The role card consist setting, members, actor, language function and the cue card consist pictures. The pictures explained the clothes and accessories that the customer's want, the price of the buyer needed, the public places and mini map.

4. Using Songs

The researcher used songs to help her present the topic. The selection of the songs was based on the theme of the teaching-learning. The first song was "where is cinema?". The second song was "I want to buy milk". The last meeting song in cycle 1 was "My clothes". The songs were intended to get enjoyable practice in pronouncing the words of food and drink; things in the classroom; and rooms at school. By using the song, the students could memorize the words in the enjoyable atmosphere.

c. Reflection of Cycle 2

After conducting the actions in the cycle 2 of the researcher, there were some reflections. The researcher analyzed the data from the observations and the interview transcripts to evaluate the actions. All members of the research actively gave their opinions, feelings, and suggestions related to the actions. The following were the results of the reflection and conclusion:

1) Using role play

The use of role play was effective to increase the students' motivation to practice their speaking tasks. It effectively gave them encouragement to speak. In this cycle, there were some improvements in order to solve the weaknesses in the first cycle. Using game before the role play, it was increase students' understanding. Moreover, give the opportunity to practice make the students easier to learn and spell the words.

2) Using classroom English

The use classroom English was established to introduce the children simple expressions which were frequently used in classroom and school context. The students give opportunity to practice simple expression of context the class. The students made progress in understanding the teacher said in English.

3) Using various media

The various media was considered successful in help students understanding the new materials. In this cycle, big pictures, puppet, mini map, mini pictures role card and cue card as the media were successful to maintain the students' attention. The colorful and big size of the pictures was actively to catch the students' concentrations.

4) Using song

The use songs were successful to support the success of teaching speaking skills. The researcher used some songs in this cycle which were relevant to the learning materials. Every time the researcher introduced a new song, the students gave good response and showed their enthusiasm to sing the song. They also stated that the songs helped them in spelling the words. From the observation and interview results, the song had given the students a different way of learning the materials and most of them enjoyed the songs very much.

d. General Findings

The actions of this research were implemented in two cycles. From the reflections in each cycle, there were some findings that can be concluded. They are:

Before the actions were	Cycle I	Cycle II
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carried out		
Students were shy to speak in English.	On the first meeting, some students started to speak in front of their friends.	Students who were tended to be silent, started to be more active in speaking activities in the third meeting. Finally, in the last meeting, most students got more confident in speaking, both in individual and team-work activities.
There were too few support provided in the teaching learning process.	Teacher gave some support to students in the form of visual aids such as big pictures, puppet, role card, cue card, mini map, and mini pictures.	The amount of support given to students increased. The teacher gave the opportunity to the students practice.
The students had difficulty in pronunciation	In the first meeting, teacher kept correcting their mispronunciation.	More than a half of the class showed a development in their

	<p>However, the students who showed the development were mostly those who were active in the class.</p>	<p>pronunciation.</p> <p>However, some students still had many mistakes in speaking.</p>
<p>The students had difficulties in memorizing the vocabulary</p>	<p>Through fun activities such as game before perform role play, students got easier in understanding the vocabulary</p>	<p>Most students were calm in their English class. They were also able to accomplish the production activity. It indicated that they understand the lesson.</p>

CHAPTER V

CONCLUSION, IMPLICATIONS, AND SUGGESTIONS

A. Conclusion

The purpose of this research is to improve the speaking skills of the 5th grade students of SD Jomblang II Sleman in the academic year of 2012/2013 by implementing the role play through some activities. After carrying out all the process in this research, there are some conclusions that can be drawn. They are presented as follows.

1. The low speaking skills of 5th grade students of SD Jomblang II Sleman was caused by the lack of support provided from the teacher. Teacher did not give enough models of spoken English to students and rarely gave them opportunity to practice the speaking activity.
2. The implementation of the role play could improve the students' speaking skill. Their pronunciation improved. It was fun activities that the students got new activities and atmosphere.
3. The use of various media and game made students easier to understand the lesson and to increase their motivation in joining speaking activity. The media catch the students' attention in teaching and learning process.
4. The use classroom English made the students familiar with simple expression in English. There are leave taking, greeting, checking attendance, applying language function of each meeting, giving appreciation and closing.

5. The last, use songs were increasing the students understanding in English vocabulary. The students' motivation to follow the lesson improved, since the songs gave the students a different way of learning the materials and most of them enjoyed the songs very much.

B. Implications

1. Students need much support to improve their English skills. When it comes to improving the speaking skills, students need many models of spoken English. However, not only models of spoken English, but teachers also have to give the students opportunities to practice their speaking.
2. In order to improve the students' speaking skills effectively, the role play need to be implemented in the classroom. Teachers should use various media to attract the students' attention and to increase their motivation in joining the speaking activities and in understanding the lesson as well. Teachers should also give their students encouragement, verification, and clarification to students could build the students' self-confident and motivation in learning.
3. The classroom English should to be established and maintained in the classroom. The teacher should use the classroom English to improve the students understanding. The use classroom English in every time could the students familiar with English.
4. To attract the students' attention and give them opportunity to practice their speaking, teachers should use games and other attractive activities, such as game card. Some games or activities are appropriate in working with listening skill but it might fail when dealing with speaking skill, etc.

C. Suggestion

1. To English teacher

English teachers should pay attention more to their method in teaching. They must provide more support to their students while giving them new materials. In this case, role play is important to be considered to apply in their teaching. It is important to make students easier in understanding the materials, to prevent them from getting bored or frustrated, and finally to make them independent learners at last.

2. To other researchers

The researcher only implemented one solution to solve the problem of the students' speaking skills. It is also necessary to conduct the research more than two cycles to get more valid data.

Since the researcher conducted the research in the elementary school, the other researchers may conduct this research in other levels, such as junior or senior high schools which have different characteristics than elementary school students. Therefore, the research findings will be more general and reliable.

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The Course Grid of the implementation of role play

(Cycle 1)

Standard of Competency	Basic Competency	Indicator	Material						Activities	Description of Role Play
			Topic	Function	Media	Key structure	Vocabulary	Examples of the expression		
6. Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks sekolah	6.2 Bercakap-cakap untuk meminta/memberikan jasa/barang secara berterima yang melibatkan tindak tutur.	<p>The students are able to:</p> <p>-The students are mention kinds of food and drink.</p> <p>-Students are able to pronounce the words correctly.</p> <p>-Students are able to ask their friends what they order.</p> <p>-Students are able to respond and say what they order.</p>	Food and Drink	Asking about what someone orders.	<p>-Flash cards.</p> <p>- puppet</p> <p>-mini pictures</p> <p>-role cards</p> <p>-cue cards</p>	<p>What do you order?</p> <p>I want to order</p>	<p>Preposition: a plate of, a bowl of, a glass of, a cup a slice of, a pan of, a cone,</p> <p>Food: soup, rice, fried rice, cake, noodle, meat ball, pizza, ice cream</p> <p>Drink: tea, hot chocolate, syrup, milk, orange juice,</p>	<p>What do you order?</p> <p>I want to order a bowl of soup and a glass of orange juice.</p> <p>I want to order a bowl of noodle.</p>	<p>a. Opening activities</p> <p>-The teacher greets the students by singing “Good Morning” song then they do prayer together.</p> <p>- The teacher asks the students condition by saying “How are you everybody?”</p> <p>- The teacher checks attendance list.</p> <p>b. Main activities</p> <p>Presentation</p> <p>-The teacher says the names of food and drink by</p>	<ul style="list-style-type: none"> • Role Play ✓ Actor= Customers and waiter. The students work in groups of four. All of them will perform the role plays. ✓ Place in the restaurant. ✓ Step 1. Two students pretend to be waiters and two other students become customers.

							water,		<p>showing big pictures. The teacher using a puppet as dialogue partner. “What do you want to order Loony?” Asks her, the puppet replies “I want to order a bowl of noodle”. The teacher acts as Looly and asks the students, “What do you want to order Sir?” and the students choosing the food.</p> <p>Practice</p> <p>- The students playing “Game Card”. The role of the game is the students divided in group of two. The teacher distributes two mini pictures to each group. After that, the students practice how to order food and drink base on the mini picture that he/she has.</p>	<p>2. The teacher gives list of menu. Every group accepts a role card and cue card. In the customers cue card (dinner list) there are two menus which the customers can ask for.</p> <p>3. For waiter’s cue card, there are some menus that the customer’s order.</p>
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									Production - Role play. c. Closing activities -The teacher asks the students about what they learn today and summarizes the material together. -The teacher closes the class by greeting them and saying goodbye.	
	6.2 Bercakap-cakap untuk meminta/ memberi informasi secara berterima yang melibatkan tindak tutur.	The students are able to: -The students are mention things in the classroom. -Students are able to pronounce the words correctly. -Students are able to ask their friends what	Things in the classroom	Asking about what someone has.	-Big pictures -role cards -cue cards -mini cards	- Do you have ...? - Yes I have ... - No, I don't have ...	Things in the classroom : A pencil, A pen, An eraser, a bag, a table, a chair, a window, a door, a white board, a lamp,	- Do you have a pen? - Yes, I have a pen. - No, I don't have a pen.	a. Opening activities -The teacher greets the students by singing "Good Morning" song then they do prayer together. - The teacher asks the students condition by saying "How are	• Role Play ✓ Actor= Friends and the other friends. The students work in groups of four. All of them will perform the role plays. ✓ Place at the classroom.

	<p>they have.</p> <p>-Students are able to respond and say what they have.</p>					ceiling, floor, cupboard		<p>you everybody?"</p> <p>- The teacher checks attendance list.</p> <p>b. Main activities</p> <p>Presentation</p> <p>-The teacher says the names of room at the school by showing big pictures and real object of things in the classroom. After that, the teacher singing "Our things in the classroom" song. Then the teacher asks the students to singing after the teacher. Then the teacher and the students singing together.</p> <p>Practice</p> <p>- The students playing "Game Card". The role of the game is the students divided in group of two. The teacher distributes</p>	<p>✓Step</p> <p>1. Two students pretend to be the friends and two other students become the other friends.</p> <p>2. The teacher gives list of things in the classroom pictures. Every group accepts a role card and cue card. In the friends' cue card, there are two pictures of the things in the classroom which the friends can ask for.</p> <p>3. For the</p>
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								<p>two mini pictures to each group. After that, the students practice to asking and answering what the things in the classroom they have base on the mini picture.</p> <p>Production - Role play.</p> <p>c. Closing activities -The teacher asks the students about what they learn today and summarizes the material together. -The teacher closes the class by greeting them and saying goodbye.</p>	<p>other students' cue card, there are pictures what she/he has and he/she don't have.</p>
6.2 Bercakap-cakap untuk meminta/memberi	<p>The students are able to:</p> <p>-The students are mention</p>	Room at the school	Asking about where the	-Big pictures	<p>-Where is. . .?</p> <p>-It is</p>	Room at the school: Classroom	<p>-Where is a laboratory?</p> <p>-It is behind</p>	<p>a. Opening activities -The teacher</p>	<p>• Role Play</p> <p>✓ Actor= students</p>

	informasi secara berterima yang melibatkan tindak tutur.	<p>room at the school.</p> <p>-Students are able to pronounce the words correctly.</p> <p>-Students are able to ask their friends what they go.</p> <p>-Students are able to respond and say what they go.</p>		someone going.	<p>-role cards</p> <p>-cue cards</p> <p>-mini maps</p>	behind . .	, toilet, canteen, school yard, mosque, school health unit, parking area, library, headmaster room, teachers' room.	the headmaster room.	<p>greet the students by singing "Good Morning" song then they do prayer together.</p> <p>- The teacher asks the students condition by saying "How are you everybody?"</p> <p>- The teacher checks attendance list.</p> <p>b. Main activities</p> <p>Presentation</p> <p>-The teacher says the names of room at the school by showing big pictures. After that, the teacher singing "Our room at school" song. Then the teacher asks the students to singing after the teacher. Then the teacher and the students singing together</p> <p>Practice</p>	<p>exchange and the students. The students work in groups of four. All of them will perform the role plays.</p> <p>✓ Place at the school.</p> <p>✓ Step</p> <p>1. Two students pretend to be students exchange and two other students become the students.</p> <p>2. The teacher gives list of the rooms at school and the mini maps. Every group accepts a</p>
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								<p>- The students playing “Game Card”. The role of the game is the students divided in group of two. The teacher distributes two mini pictures to each group. After that, the students practice to asking and answering how to the room base on the mini picture that he/she has.</p> <p>Production - Role play.</p> <p>c. Closing activities -The teacher asks the students about what they learn today and summarizes the material together. -The teacher closes the class by greeting them and saying goodbye.</p>	<p>role card and cue card. In the students exchange cue card, there are two picture of the room at school which the new students can ask for. 3. For the students’ cue card, there is mini map.</p>
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The Course Grid of the implementation of role play
(Cycle 2)

Standard of Competency	Basic Competency	Indicator	Material						Activities	Description of Role Play
			Topic	Function	Media	Key structure	Vocabulary	Examples of the expression		
6. Mengungkapkan informasi sangat sederhana dalam konteks sekolah	6.2 Bercakap-cakap untuk meminta/memberi informasi secara berterima yang melibatkan tindak tutur.	<p>The students are able to:</p> <p>-The students are mention public places.</p> <p>-Students are able to pronounce the words correctly.</p> <p>-Students are able to ask their friends what they go.</p> <p>-Students are able to respond and say what they go.</p>	Public places	Asking about where the someone going	-big picture -role card -cue card -mini map	Where is . . . ? It is near . . .	Public places: Market, gas station, hospital, bus station, museum, zoo, post office, railway station, restaurant, and cinema.	Where is market? It is behind the cinema.	<p>a. Opening activities</p> <p>-The teacher greets the students by singing “Good Morning” song then they do prayer together.</p> <p>- The teacher asks the students condition by saying “How are you everybody?”</p> <p>- The teacher checks attendance list.</p> <p>b. Main activities</p>	<p>• Role Play</p> <p>✓ Actor= villagers and the cities work in groups of four. All of them will perform the role plays.</p> <p>✓ Place at the road.</p> <p>✓ Step 1. Two students pretend to be villagers and two other the students</p>

									<p>Presentation -The teacher says the names of public places by showing big pictures. After that, the teacher singing “where is cinema” song. Then the teacher asks the students to singing after the teacher. Then the teacher and the students singing together</p> <p>Practice - The students playing “Game Card”. The role of the game is the students divided in group of two. The teacher distributes two mini pictures to each group. After that, the students practice to asking and answering how to the place base on the mini picture that he/she has.</p>	<p>become the cities. 2. The teacher gives list of the public places and the mini maps. Every group accepts a role card and cue card. In the villagers’ cue card, there are two pictures of the public places which the villagers’ can ask for. 3. For the cities’ cue card, there is mini map.</p>
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									Production - Role play. c. Closing activities -The teacher asks the students about what they learn today and summarizes the material together. -The teacher closes the class by greeting them and saying goodbye.	
	6.2 Bercakap-cakap untuk meminta/ memberi informasi secara berterima yang melibatkan tindak tutur.	The students are able to: -Show the kinds of groceries -Say the price -Ask about how much the price of the items	Prices	Asking about the price of the items	-big picture -role card -cue card - money	How much it is? It is . . .	Prices: A hundred, two hundred, five hundred, a thousand, two thousand, five thousand, ten thousand, twenty thousand, fifty	How much a kilo of sugar? It is five thousand rupiah.	a. Opening activities -The teacher greets the students by singing “Good Morning” song then they do prayer together. - The teacher asks the students condition by saying “How are you everybody?” - The teacher	

							<p>thousand,</p> <p>Groceries : a kilo of sugar, a kilo of rice, a sachet of tea, a bottle of milk, a bottle of soap, a bottle of shampoo.</p>		<p>checks attendance list.</p> <p>b. Main activities</p> <p>Presentation -The teacher says the names of room at the school by showing big pictures. After that, the teacher singing “I want to buy milk” song. Then the teacher asks the students to singing after the teacher. Then the teacher and the students singing together</p> <p>Practice - The students playing “Game Card”. The role of the game is the students divided in group of two. The teacher distributes two mini pictures to each group. After that, the students practice to asking and answering what</p>	
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									<p>they have based on the mini picture.</p> <p>Production - Role play.</p> <p>c. Closing activities -The teacher asks the students about what they learn today and summarizes the material together. -The teacher closes the class by greeting them and saying goodbye.</p>	
	<p>6.2 Bercakap-cakap untuk meminta/ memberi jasa/ barang secara berterima yang melibatkan tindak tutur: meminta bantuan, memberi bantuan, meminta barang dan</p>	<p>The students are able to:</p> <p>-Show the kinds of clothes and accessories.</p> <p>-Say the name clothes and accessories.</p> <p>-Ask about what someone has.</p>	<p>Clothes and Accessories</p>	<p>Asking about what someone has</p>	<p>-big picture</p> <p>-role card</p> <p>-cue card</p> <p>-mini picture</p>	<p>-Do you have...? Yes, I have . . . No, I don't have. . .</p>	<p>Clothes and accessories: A dress, a trouser, a short, a skirt, a veil, a jeans, a glasses, a shirt, a T-shirt, a raincoat, a</p>	<p>-Do you have a jacket? Yes, I have a jacket. No, I don't have a jacket.</p>	<p>a. Opening activities -The teacher greets the students by singing "Good Morning" song then they do prayer together. - The teacher asks the students condition by</p>	<p>• Role Play</p> <p>✓ Actor= Customers and shopkeepers . The students work in groups of four. All of them will perform the role plays.</p>

	memberi barang.						swimsuit, a jacket, a shoes, a sandals, a belt, a tie, uniform		<p>saying “How are you everybody?”</p> <p>- The teacher checks attendance list.</p> <p>b. Main activities</p> <p>Presentation</p> <p>-The teacher says the names of room at the school by showing big pictures. After that, the teacher singing “I wearing a dress” song. Then the teacher asks the students to singing after the teacher. Then the teacher and the students singing together</p> <p>Practice</p> <p>- The students playing “Game Card”. The role of the game is the students divided in group of two. The teacher distributes two mini pictures to each group. After that, the</p>	<p>✓Place at the green grocery.</p> <p>✓Step</p> <p>1. Two students pretend to be the customers and two other students become the shopkeepers .</p> <p>2. The teacher gives list of groceries pictures. Every group accepts a role card and cue card. In the customers’ cue card, there are two pictures of the groceries which the customers</p>
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									<p>students practice to asking and answering what they have based on the mini picture.</p> <p>Production - Role play.</p> <p>c. Closing activities -The teacher asks the students about what they learn today and summarizes the material together. -The teacher closes the class by greeting them and saying goodbye.</p>	<p>can ask for. 3. For the other shopkeepers' cue card, there are the prices of the groceries that the costumer want.</p>
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Rencana Pelaksanaan Pembelajaran

(RPP)

Satuan Pendidikan	: SDN Jomblang II
Mata Pelajaran	: Bahasa Inggris
Kelas/ Semester	: V/2
Standar Kompetensi	: 6. Mengungkapkan Instruksi dan Informasi sangat sederhana dalam konteks sekolah
Kompetensi Dasar	: 6.2 Bercakap-cakap untuk meminta/ memberi jasa/ barang secara berterima yang melibatkan tindak tutur.
Indikator	: 1. Siswa dapat menyebutkan macam-macam makanan dan minuman. 2. Siswa dapat mengeja kata-kata tersebut dengan tepat dan benar. 3. Siswa dapat menggunakan ungkapan memberi jasa dengan tepat. 4. Siswa dapat menggunakan ungkapan meminta jasa dengan tepat.
Tema	: Food and Drink
Aspek/ Skill	: Speaking skill
Alokasi Waktu	: 2x35 menit

A. Tujuan Pembelajaran

Siswa dapat menggunakan ungkapan memberi dan meminta dengan tepat.

B. Materi

1. Language Function

A: What do you want to order?

B: I want to order a bowl of soup.

2. Vocabulary

Preposition: a plate of, a bowl of, a glass of, a bottle of, a cup of, a slice of

Food : soup, rice, fried rice, noodle, meatball, cherry pie

Drink : tea, hot chocolate, milk, orange juice, water, syrup

3. Examples of the expressions

- What do you want to order?
- I want to order. . . .
- I am sorry, your order is runs out.

C. Teknik

PPP (Presentation, Practice, Production)

D. Langkah-langkah Kegiatan

1. Kegiatan Awal

- Guru memberi salam kepada siswa dengan cara menyanyikan lagu “Good Morning”. Setelah itu diikuti oleh siswa serentak menyanyikan lagu tersebut.
- Guru menanyakan kondisi siswa dengan menyanyikan lagu “How are you”.
- Guru mengecek kehadiran siswa.

2. Kegiatan Inti

a. Presentation

- Guru mengucapkan nama makanan dan minuman sambil menunjukan gambar tersebut.
- Siswa mengucapkan nama-nama makanan dan minuman tersebut.
- Guru menyanyikan lagu “Yummy, yummy pizza”
- Siswa bersama-sama menyanyikan lagu tersebut.
- Guru menggunakan Puppet bernama Loony sebagai teman berdialog untuk mencontohkan cara memesan makanan dan minuman. Kemudian guru bertanya kepada siswa “what do you want to order?”
- Siswa menjawab pertanyaan guru dengan memilih makanan atau minuman kesukaan mereka masing-masing “I want to order”

b. Practice

- Siswa mempraktekan dengan teman sebangku mereka cara menawarkan dan memesan makanan atau minuman.
- Siswa bermain “Card game”. Game ini terdiri dari 2 orang. Salah seorang perwakilan maju kedepan untuk memilih card. Card tersebut berisi makanan dan minuman. Kemudian mereka mempraktekan dengan partnernya menawarkan dan memesan makanan dan minuman sesuai dengan card yang telah mereka pilih.

c. Production

- Playing role play
3. Kegiatan penutupan
- Guru menanyakan kembali apa yang telah dipelajari dihari tersebut.
 - Guru menutup pelajaran dengan salam dan selalu mengingatkan untuk belajar yang rajin.

E. Referensi

- Games for Children, Gordon Lewis and Guther Bedson, Oxford University Press.
- Gambar- gambar
- Role Play

F. Penilaian

- Teknik : observation
- Bentuk : Performance
- Instrument : Assessment chart of pupils, progress (Cameron 2001:234)
 Arti tanda : √ : sudah tercapai
 - : belum tercapai

Food and Drink

Nama Siswa Indikator					
Siswa dapat menyebutkan macam-macam makanan dan minuman.					
Siswa dapat mengeja kata-kata tersebut dengan tepat dan benar.					
Siswa dapat menggunakan ungkapan memberi jasa dengan tepat.					
Siswa dapat menggunakan ungkapan menerima jasa dengan tepat.					

Let's Speak



Look at the picture. Listen and repeat after your teacher.



A pan of pizza



A bowl of soup



A plate of rice



A plate of fried rice



A slice of cake



A bowl of noodle



A bowl of meatball



A cone of ice cream



A cup of tea



A cup of hot chocolate



A glass of syrup



A glass of orange juice



A glass of water

Let's go playing Role Play

Role Card



Food and Drink

Setting : Restaurant

Member : Four students

Actor : waiter/ waitress and customer

Procedure :

- a. Divided into two groups.
Customers : 1..... 2.....
Waiter/waitress : 1..... 2.....
- b. The waiter/ waitress asking the customer.
X : what do you want to order?
- c. The customers answering the questions
Y : I want to order....

Cue Card

My order



My order



Rencana Pelaksanaan Pembelajaran

(RPP)

Satuan Pendidikan	: SDN Jomblang II
Mata Pelajaran	: Bahasa Inggris
Kelas/ Semester	: V/2
Standar Kompetensi	: 6. Mengungkapkan Instruksi dan Informasi sangat sederhana dalam konteks sekolah
Kompetensi Dasar	: 6.2 Bercakap-cakap untuk meminta dan memberi informasi secara berterima yang melibatkan tindak tutur.
Indikator	: 1. Siswa dapat menyebutkan nama- nama benda yang ada di dalam kelas. 2. Siswa dapat mengeja kata-kata tersebut dengan tepat dan benar. 3. Siswa dapat menggunakan ungkapan memberi informasi. 4. Siswa dapat menggunakan ungkapan meminta informasi.
Tema	: Things in the classroom
Aspek/ Skill	: Speaking skill
Alokasi Waktu	: 2x35 menit

G. Tujuan Pembelajaran

Siswa dapat menggunakan ungkapan meminta dan memberi informasi dengan tepat.

H. Materi

4. Language Function

A: Do you have . . . ?

B: Yes, I have

5. Vocabulary

Things in the classroom: A pencil, a pen, an eraser, a bag, a table, a chair, a window, a door, a white board, a lamp, ceiling, floor, a cupboard

6. Examples of the expressions

- Do you have a pen?
- Yes, I have a pen
- No, I don't have a pen

I. Teknik

PPP (Presentation, Practice, Production)

J. Langkah-langkah Kegiatan

4. Kegiatan Awal

- Guru memberi salam kepada siswa dengan cara menyanyikan lagu "Good Morning". Setelah itu diikuti oleh siswa serentak menyanyikan lagu tersebut.
- Guru menanyakan kondisi siswa dengan menyanyikan lagu "How are you".
- Guru mengecek kehadiran siswa.

5. Kegiatan Inti

d. Presentation

- Guru mengucapkan nama-nama benda yang ada di dalam kelas dengan menunjuk benda tersebut.
- Siswa mengucapkan nama-nama benda yang ditunjuk oleh guru.
- Guru mencontohkan dialog cara menanyakan kepunyaan. Seperti contoh "Do you have a pencil? Yes, I have a pencil/ No, I don't have a pencil". Kemudian guru menanyakan kepada beberapa murid "Do you have. . . ?"
- Siswa menjawab pertanyaan guru sesuai dengan pertanyaan yang guru berikan. Jawaban siswa sesuai dengan apa yang mereka punya.

e. Practice

- Siswa mempraktekan dengan teman sebangku mereka cara menanyakan kepunyaan mereka dan cara menjawab pertanyaan tersebut.
- Siswa bersama-sama menyanyikan lagu "Our things in the classroom".
- Siswa bermain "Card game". Game ini terdiri dari 2 orang. Salah seorang perwakilan maju kedepan untuk memilih card. Card tersebut berisi macam-macam benda yang ada

di dalam kelas. Kemudian mereka mempraktekkan dengan partnernya cara meminta dan memberi informasi, sesuai gambar yang mereka tanyakan dan benda yang mereka punya.

f. Production

- Playing role play

6. Kegiatan penutupan

- Guru menanyakan kembali apa yang telah dipelajari dihari tersebut.
- Guru menutup pelajaran dengan salam dan selalu mengingatkan untuk belajar yang rajin.

K. Referensi

- Games for Children, Gordon Lewis and Guther Bedson, Oxford University Press.
- Gambar- gambar
- Role Play

L. Penilaian

- Teknik : observation
- Bentuk : Performance
- Instrument : Assessment chart of pupils, progress (Cameron 2001:234)
 Arti tanda : √ : sudah tercapai
 - : belum tercapai

Food and Drink

Nama Siswa Indikator					
Siswa dapat menyebutkan nama-nama benda yang ada di dalam kelas.					
Siswa dapat mengeja kata-kata tersebut dengan tepat dan benar.					
Siswa dapat menggunakan ungkapan meminta informasi dengan benar.					
Siswa dapat menggunakan ungkapan memberi informasi dengan tepat.					



Look at the picture. Listen and repeat after your teacher.



A pencil



A pen



An eraser



A bag



A table



A chair



a window



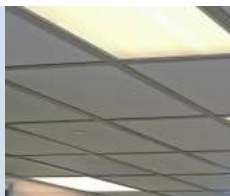
A door



A whiteboard



A lamp



celing



Floor



A cupboard

Let's go playing Role Play

Role Card



Things in The Classroom

- Setting : At Classroom
- Member : Four students
- Actor : friends and the other friends
- Procedure :
- d. Divided into two groups.
Friends : 1..... 2.....
The other friends : 1..... 2.....
 - e. The other friends asking the friends.
X : do you have ... ?
 - f. The friends answering the questions
Y : Yes, I have ... / No, I don't have

Cue Card

For the other friends



For the other friends



For the friends



For the friends



Rencana Pelaksanaan Pembelajaran

(RPP)

Satuan Pendidikan	: SDN Jomblang II
Mata Pelajaran	: Bahasa Inggris
Kelas/ Semester	: V/2
Standar Kompetensi	: 6. Mengungkapkan Instruksi dan Informasi sangat sederhana dalam konteks sekolah
Kompetensi Dasar	: 6.2 Bercakap-cakap untuk meminta dan memberi informasi secara berterima yang melibatkan tindak tutur.
Indikator	: 1. Siswa dapat menyebutkan ruangan- ruangan yang ada di sekolah. 2. Siswa dapat mengeja kata-kata tersebut dengan tepat dan benar. 3. Siswa dapat menggunakan ungkapan meminta informasi. 4. Siswa dapat menggunakan ungkapan memberi informasi.
Tema	: Rooms at The School
Aspek/ Skill	: Speaking skill
Alokasi Waktu	: 2x35 menit

M. Tujuan Pembelajaran

Siswa dapat menggunakan ungkapan meminta dan memberi informasi dengan tepat.

N. Materi

7. Language Function

A: Where is . . . ?

B: It is besides. . . .

8. Vocabulary

Room at the school: Classroom, toilet, canteen, school yard, mosque, school health unit, parking area, library, headmaster room, teachers' room.

Instruction: Behind, besides, in front of, between, opposite of, next to

9. Examples of the expressions

- Where is library?
- It is between canteen and headmaster room.

O. Teknik

PPP (Presentation, Practice, Production)

P. Langkah-langkah Kegiatan

7. Kegiatan Awal

- Guru memberi salam kepada siswa dengan cara menyanyikan lagu “Good Morning”. Setelah itu diikuti oleh siswa serentak menyanyikan lagu tersebut.
- Guru menanyakan kondisi siswa dengan menyanyikan lagu “How are you”.
- Guru mengecek kehadiran siswa.

8. Kegiatan Inti

g. Presentation

- Guru mengucapkan ruangan- ruangan yang ada di sekitar sekolah.
- Siswa mengucapkan ruangan- ruangan yang ditunjuk oleh guru.
- Guru mencontohkan dialog cara menanyakan suatu tempat sambil menunjukan ruangan yang ada di sekolah tersebut. Seperti contoh “Where is canteen? It is besides parking area”. Kemudian guru menanyakan kepada beberapa murid “Where is . . . ?”
- Siswa menjawab pertanyaan guru sesuai dengan pertanyaan yang guru berikan. Jawaban siswa sesuai dengan ruangan yang ada di sekolah.

h. Practice

- Siswa mempraktekan dengan teman sebangku mereka bagaimana cara menanyakan suatu tempat dan cara menjawab pertanyaan tersebut.
- Siswa bersama- sama menyanyikan lagu “Our room at school”.
- Siswa bermain “Card game”. Game ini terdiri dari 2 orang. Salah seorang perwakilan maju kedepan untuk memilih card. Card tersebut berisi macam- macam ruangan yang ada di sekolah. Kemudian mereka mempraktekan dengan partnernya cara meminta dan memberi informasi, sesuai

gambar yang mereka tanyakan dan jawabannya sesuai dengan ruangan yang ada di sekolah tersebut.

i. Production

- Playing role play

9. Kegiatan penutupan

- Guru menanyakan kembali apa yang telah dipelajari dihari tersebut.
- Guru menutup pelajaran dengan salam dan selalu mengingatkan untuk belajar yang rajin.

Q. Referensi

g. Games for Children, Gordon Lewis and Guther Bedson, Oxford University Press.

h. Gambar- gambar

i. Role Play

R. Penilaian

g. Teknik : observation

h. Bentuk : Performance

i. Instrument : Assessment chart of pupils, progress (Cameron 2001:234)

Arti tanda : √ : sudah tercapai

- : belum tercapai

Food and Drink

Nama Siswa					
Indikator					
Siswa dapat menyebutkan ruangan-ruangan yang ada di sekolah.					
Siswa dapat mengeja kata-kata tersebut dengan tepat dan benar.					
Siswa dapat menggunakan ungkapan meminta informasi dengan benar.					
Siswa dapat menggunakan ungkapan memberi informasi dengan tepat.					



Look at the picture. Listen and repeat after your teacher.



classroom



toilet



canteen



school yard



School health unit



parking area



library



Headmaster room



Teacher room



mosque

Let's go playing Role Play

Role Card



Rooms at The School

- Setting : At Classroom
- Member : Four students
- Actor : students exchange and the students
- Procedure :
- g. Divided into two groups.
Students exchange : 1..... 2.....
The students : 1..... 2.....
 - h. The students exchange asking the students.
X : where is canteen?
 - i. The students answering the questions
Y : It is besides

Cue Card

For the students exchange

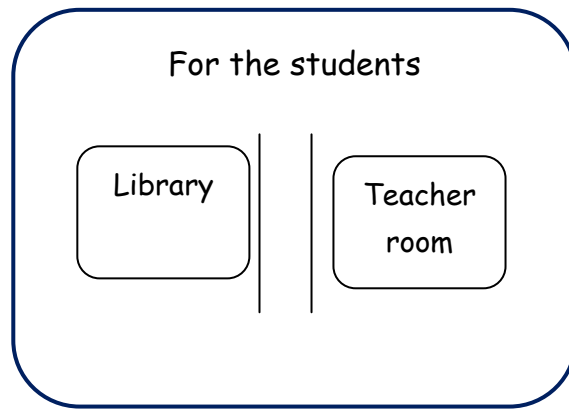


For the students

Toilet

Canteen

Mosque



Rencana Pelaksanaan Pembelajaran

(RPP)

Satuan Pendidikan	: SDN Jomblang II
Mata Pelajaran	: Bahasa Inggris
Kelas/ Semester	: V/2
Standar Kompetensi	: 6. Mengungkapkan Instruksi dan Informasi sangat sederhana dalam konteks sekolah
Kompetensi Dasar	: 6.2 Bercakap-cakap untuk meminta dan memberi informasi secara berterima yang melibatkan tindak tutur.
Indikator	: 1. Siswa dapat menyebutkan tempat- tempat umum di sekitar lingkungan. 2. Siswa dapat mengeja kata-kata tersebut dengan tepat dan benar. 3. Siswa dapat menggunakan ungkapan meminta informasi. 4. Siswa dapat menggunakan ungkapan memberi informasi.
Tema	: Rooms at The School
Aspek/ Skill	: Speaking skill
Alokasi Waktu	: 2x35 menit

S. Tujuan Pembelajaran

Siswa dapat menggunakan ungkapan meminta dan memberi informasi dengan tepat.

T. Materi

10. Language Function

A: Where is . . . ?

B: It is between . . . and

11. Vocabulary

Public places: market, gas station, hospital, bus station, museum, zoo, post office, railway station, restaurant and cinema.

Instruction: Behind, besides, in front of, between, opposite of, next to, across.

12. Examples of the expressions

- Where is gas station?
- It is besides railway station.

U. Teknik

PPP (Presentation, Practice, Production)

V. Langkah-langkah Kegiatan

10. Kegiatan Awal

- Guru memberi salam kepada siswa dengan cara menyanyikan lagu “Good Morning”. Setelah itu diikuti oleh siswa serentak menyanyikan lagu tersebut.
- Guru menanyakan kondisi siswa dengan menyanyikan lagu “How are you”.
- Guru mengecek kehadiran siswa.

11. Kegiatan Inti

j. Presentation

- Guru mengucapkan tempat- tempat umum yang ada di sekitar lingkungan mereka.
- Siswa mengucapkan tempat- tempat yang ditunjuk oleh guru.
- Guru mencontohkan dialog cara menanyakan suatu tempat sambil menunjukan ruangan yang ada di sekolah tersebut. Seperti contoh “Where is restaurant? It is besides cinema”. Kemudian guru menanyakan kepada beberapa murid “Where is . . . ?”
- Siswa menjawab pertanyaan guru sesuai dengan pertanyaan yang guru berikan. Jawaban siswa sesuai dengan ruangan yang ada di sekolah.

k. Practice

- Siswa mempraktekan dengan teman sebangku mereka bagaimana cara menanyakan tempat dan menjawab pertanyaan tersebut.
- Siswa bersama- sama menyanyikan lagu “where is the cinema?”.
- Siswa bermain “Card game”. Game ini terdiri dari 2 orang. Salah seorang perwakilan maju kedepan untuk memilih card. Card tersebut berisi macam- macam tempat umum yang ada di sekitar mereka. Kemudian mereka

mempraktekkan dengan partnernya cara meminta dan memberi informasi, sesuai gambar yang mereka tanyakan dan jawabannya sesuai dengan ruangan yang ada di sekolah tersebut.

1. Production

- Playing role play

12. Kegiatan penutupan

- Guru menanyakan kembali apa yang telah dipelajari dihari tersebut.
- Guru menutup pelajaran dengan salam dan selalu mengingatkan untuk belajar yang rajin.

W. Referensi

- j. Games for Children, Gordon Lewis and Guther Bedson, Oxford University Press.
- k. Gambar- gambar
- l. Role Play

X. Penilaian

- j. Teknik : observation
- k. Bentuk : Performance
- l. Instrument : Assessment chart of pupils, progress (Cameron 2001:234)
 Arti tanda : √ : sudah tercapai
 - : belum tercapai

Food and Drink

Nama Siswa					
Indikator					
Siswa dapat menyebutkan tempat-tempat umum yang ada disekitar lingkungan.					
Siswa dapat mengeja kata-kata tersebut dengan tepat dan benar.					
Siswa dapat menggunakan ungkapan meminta informasi dengan benar.					
Siswa dapat menggunakan ungkapan memberi informasi dengan tepat.					



Look at the picture. Listen and repeat after your teacher.



Market



Hospital



Gas station



Bus station



Museum



Zoo



Post Office



Railway Station



Restaurant



Cinema

Let's go playing Role Play

Role Card



Public Places

Setting : On Street

Member : Four students

Actor : The villager and The cities

Procedure :

j. Divided into two groups.

The Villager : 1. 2.

The Cities : 1. 2.

k. The students exchange asking the students.

X : *where is museum?*

l. The students answering the questions

Y : *It is besides*

Cue Card

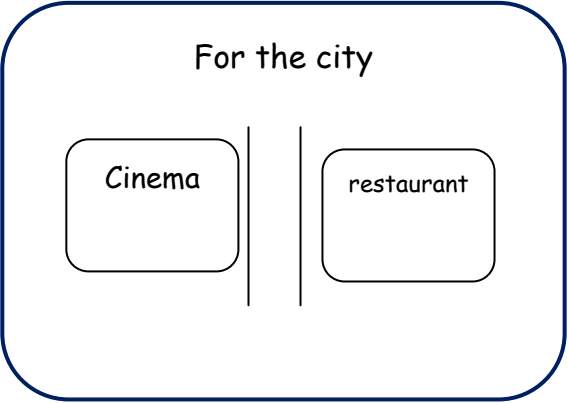
For the villager



For the city

Bus
station

hospital



Rencana Pelaksanaan Pembelajaran

(RPP)

Satuan Pendidikan : SDN Jomblang II

Mata Pelajaran : Bahasa Inggris

Kelas/ Semester : V/2

Standar Kompetensi : 6. Mengungkapkan Instruksi dan Informasi sangat sederhana dalam konteks sekolah

Kompetensi Dasar : 6.2 Bercakap-cakap untuk meminta dan memberi informasi secara berterima yang melibatkan tindak tutur.

Indikator :

- 1) Siswa dapat menyebutkan nama- nama barang kebutuhan pokok.
- 2) Siswa dapat menyebutkan harga barang tersebut.
- 3) Siswa dapat mengeja kata-kata tersebut dengan tepat dan benar.
- 4) Siswa dapat menggunakan ungkapan memberi informasi.
- 5) Siswa dapat menggunakan ungkapan meminta informasi.

Tema : Prices

Aspek/ Skill : Speaking skill

Alokasi Waktu : 2x35 menit

Y. Tujuan Pembelajaran

Siswa dapat menggunakan ungkapan meminta dan memberi informasi dengan tepat.

Z. Materi

13. Language Function

A: How much is . . . ?

B: It is . . . / Is . . . rupiah

14. Vocabulary

Prices : A hundred, two hundred, five hundred, a thousand, two thousand, five thousand, ten thousand, twenty thousand, fifty thousand
Groceries : a kilo of sugar, a kilo of rice, a sachet of coffee, a bottle of milk, soap, a bottle of shampoo

15. Examples of the expressions

- How much soap?

- Soap is three thousand.

AA. Teknik

PPP (Presentation, Practice, Production)

BB. Langkah-langkah Kegiatan

13. Kegiatan Awal

- Guru memberi salam kepada siswa dengan cara menyanyikan lagu “Good Morning”. Setelah itu diikuti oleh siswa serentak menyanyikan lagu tersebut.
- Guru menanyakan kondisi siswa dengan menyanyikan lagu “How are you”.
- Guru mengecek kehadiran siswa.

14. Kegiatan Inti

m. Presentation

- Guru mengucapkan nominal sebuah uang dan barang-barang kebutuhan pokok.
- Siswa mengucapkan nominal dan barang-barang kebutuhan pokok seperti yang diajarkan guru
- Guru mencontohkan dialog cara menanyakan kepunyaan. Seperti contoh “How much is a bottle of syrup? It is ten thousand”. Kemudian guru bertanya harga barang sesuai dengan gambar yang ditunjukkan kepada siswa “How much is it?”
- Siswa menjawab pertanyaan guru sesuai dengan pertanyaan yang guru berikan. Jawaban siswa sesuai dengan apa yang mereka punya.

n. Practice

- Siswa mempraktekan dengan teman sebangku mereka cara menanyakan kepunyaan mereka dan cara menjawab pertanyaan tersebut.
- Siswa bersama-sama menyanyikan lagu “I want to buy milk”.
- Siswa bermain “Card game”. Game ini terdiri dari 2 orang. Salah seorang perwakilan maju kedepan untuk memilih card. Card tersebut berisi macam-macam barang beserta harganya. Kemudian mereka mempraktekan dengan partnernya cara meminta dan memberi informasi.

o. Production

- Playing role play

15. Kegiatan penutupan

- Guru menanyakan kembali apa yang telah dipelajari dihari tersebut.
- Guru menutup pelajaran dengan salam dan selalu mengingatkan untuk belajar yang rajin.

CC. Referensi

- m. Games for Children, Gordon Lewis and Guther Bedson, Oxford University Press.
- n. Gambar- gambar
- o. Role Play

DD. Penilaian

- m. Teknik : observation
- n. Bentuk : Performance
- o. Instrument : Assessment chart of pupils, progress (Cameron 2001:234)
 Arti tanda : √ : sudah tercapai
 - : belum tercapai

Food and Drink

Nama Siswa Indikator					
Siswa dapat menyebutkan nama-nama barang kebutuhan sehari-hari beserta harganya					
Siswa dapat mengeja kata-kata tersebut dengan tepat dan benar.					
Siswa dapat menggunakan ungkapan meminta informasi dengan benar.					
Siswa dapat menggunakan ungkapan memberi informasi dengan tepat.					



Look at the picture. Listen and repeat after your teacher.

Money



A hundred



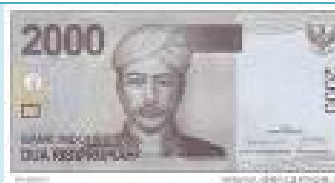
Two hundred



Five hundred



A thousand



Two thousand



Five thousand



Ten thousand



Twenty thousand



Fifty thousand



A hundred thousand

Groceries



A kilo of sugar



A kilo of rice



A sachet of tea



A bottle of milk



A soap



A bottle of shampoo

Let's go playing Role Play

Role Card



Prices

Setting : Market

Member : Four students

Actor : Buyer and Seller

Procedure :

- m. Divided into two groups.
 - Buyer : 1..... 2.....
 - Seller : 1..... 2.....
- n. The other friends asking the friends.
 - X : *how much ... ?*
- o. The friends answering the questions
 - Y : *It is....*

Cue Card

For Buyer



For Seller



= Rp. 15.000,-



= Rp. 5.500,-

Rencana Pelaksanaan Pembelajaran

(RPP)

Satuan Pendidikan : SDN Jomblang II

Mata Pelajaran : Bahasa Inggris

Kelas/ Semester : V/2

Standar Kompetensi : 6. Mengungkapkan Instruksi dan Informasi sangat sederhana dalam konteks sekolah

Kompetensi Dasar : 6.2 Bercakap-cakap untuk meminta dan memberi informasi secara berterima yang melibatkan tindak tutur.

Indikator :

- 6) Siswa dapat menyebutkan jenis- jenis pakaian dan aksesoris
- 7) Siswa dapat mengeja kata-kata tersebut dengan tepat dan benar.
- 8) Siswa dapat menggunakan ungkapan memberi informasi.
- 9) Siswa dapat menggunakan ungkapan meminta informasi.

Tema : Clothes and Accessories

Aspek/ Skill : Speaking skill

Alokasi Waktu : 2x35 menit

EE. Tujuan Pembelajaran

Siswa dapat menggunakan ungkapan meminta dan memberi informasi dengan tepat.

FF. Materi

16. Language Function

A: Do you have . . . ?

B: Yes, I have . . . / No, I don't have

17. Vocabulary

Clothes and accessories : A dress, a trouser, a short, a skirt, a veil, a jeans, a glasses, a shirt, a T-shirt, a coat, a raincoat, a swimsuit, a jacket, a shoes, a sandals, a belt, a tie, uniform

18. Examples of the expressions

- How much soap?
- Soap is three thousand.

GG. Teknik

PPP (Presentation, Practice, Production)

HH. Langkah-langkah Kegiatan

16. Kegiatan Awal

- Guru memberi salam kepada siswa dengan cara menyanyikan lagu “Good Morning”. Setelah itu diikuti oleh siswa serentak menyanyikan lagu tersebut.
- Guru menanyakan kondisi siswa dengan menyanyikan lagu “How are you”.
- Guru mengecek kehadiran siswa.

17. Kegiatan Inti

p. Presentation

- Guru mengucapkan jenis- jenis pakai dan aksesoris sembari menunjukan gambar tersebut.
- Siswa mengucapkan jenis- jenis pakaian dan aksesoris
- Guru mencontohkan dialog cara menanyakan kepunyaan. Seperti contoh “Do you have swimming suit? Yes, I have swimming suit/ No, I don’t have swimming suit”.Kemudian guru bertanya kepada siswa “Do you have rain coat? ”.
- Siswa menjawab pertanyaan guru sesuai dengan pertanyaan yang guru berikan. Jawaban siswa sesuai dengan apa yang mereka punya.

q. Practice

- Siswa mempraktekan dengan teman sebangku mereka cara menanyakan kepunyaan mereka dan cara menjawab pertanyaan tersebut.
- Siswa bersama- sama menyanyikan lagu “**School song**”.
- Siswa bermain “Card game”. Game ini terdiri dari 2 orang. Salah seorang perwakilan maju kedepan untuk memilih card. Card tersebut berisi macam- macam barang beserta harganya. Kemudian mereka mempraktekan dengan partnernya cara meminta dan memberi informasi.

r. Production

- Playing role play

18. Kegiatan penutupan

- Guru menanyakan kembali apa yang telah dipelajari dihari tersebut.
- Guru menutup pelajaran dengan salam dan selalu mengingatkan untuk belajar yang rajin.

II. Referensi

- p. Games for Children, Gordon Lewis and Guther Bedson, Oxford University Press.
- q. Gambar- gambar
- r. Role Play

JJ. Penilaian

- p. Teknik : observation
 - q. Bentuk : Performance
 - r. Instrument : Assessment chart of pupils, progress (Cameron 2001:234)
- Arti tanda : √ : sudah tercapai
 - : belum tercapai

Food and Drink

Nama Siswa					
Indikator					
Siswa dapat menyebutkan jenis- jenis pakaian dan aksesoris di sekitar mereka.					
Siswa dapat mengeja kata-kata tersebut dengan tepat dan benar.					
Siswa dapat menggunakan ungkapan meminta informasi dengan benar.					
Siswa dapat menggunakan ungkapan memberi informasi dengan tepat.					



Look at the picture. Listen and repeat after your teacher.



A dress



A trouser



A short



A skirt



A veil



A jeans



A glasses



A shirt



A T- shirt



A rain coat



A swimming suit



A Jacket



shoes



sandals



A belt



A tie



uniform

Let's go playing Role Play

Role Card



Clothes and Accessories

Setting : Mall

Member : Four students

Actor : Customers and Clerk

Procedure :

p. Divided into two groups.

Customers : 1..... 2.....

Clerk : 1..... 2.....

q. The other friends asking the friends.

X : *Do you have ... ?*

r. The friends answering the questions

Y : *Yes, I have ... / No, I don't have*

Cue Card

For Buyer



For Seller



Field Note 1

Observation di SDN Jomblang II Berbah, Sleman

(January, 5th 2013)

The English teacher enters the classroom. Then she greets the students by saying “good morning, students”. The students respond to the greeting by saying “good morning”. After the students answer greeting, she say “how are you today?” Then the students respond by saying “I’m fine, and you?” But some of them do not answer the greeting. The teacher answers “I’m fine too, thanks”. Then the teacher open the classroom activity without correct the greeting answer of the students.

After that, she asks the students in Indonesian and Javanese language whether there is any homework or not “Pertemuan kemarin, enek PR nggak?”. Then the students answer loudly “ ga ada miss”.

Afterwards, the teacher starts the activity. However, she doesn’t bring any media for teaching her students unless some textbooks and LKS (Lembar Kerja Siswa). Then she says “Siapa yang masing ingat tentang pelajaran minggu lalu? (Who is remember, what we learn yesterday?). One of them answer, “Bagian tubuh, miss” (Part of the body, miss). The teacher asked to the students to did the exercise of the text book. She said “ nah saiki kerjake halaman rolikur” (Now, you all did the exercise on page twenty two). She didn’t use classroom English when gave explanation the material. “Wes podo rampung rung?” (Did you got the finished?) , said the teacher. “Sudah miss” (I was finished miss), said some

students. “Ning kono kan enek dialog coba bagus baca karo sebelahmu” (there are some dialogue then Bagus spell the dialogue with your in pair friend). The teacher didn’t give opportunity to practice. “wah kok aku to miss, belum bisa miss” (why you choose me? I not ready yet miss) answered Bagus. “Ayo gek dicoba dibaca” (Let’s read the dialogue) , said the teacher.

Field Note 2

Cycle 1 meeting 1 di SDN Jomblang II Berbah, Sleman (April, 23rd 2013)

Guru peneliti masuk tepat waktu ke dalam kelas. Kemudian guru mengucapkan salam “Assalamu’alaikum wr. wb” dan siswa menjawabnya serempak. Lalu guru menyapa siswa “Good morning, everybody. How are you today?” Siswa menjawab “*Good morning, Miss Putri. I am fine, thank you. And you?*” Guru kembali menjawab “*I am fine too, thank you.*” Setelah itu guru peneliti mulai memanggil nama siswa satu-persatu guna mengecek kedatangan mereka. Namun sebelumnya, guru menerangkan cara menjawab panggilan tersebut dengan jawaban “*present.*” Lalu gurupun mulai memanggil nama-nama siswa. Pada awalnya, beberapa siswa terlihat ragu-ragu untuk menjawab “*present*” setelah nama mereka dipanggil. Namun, setelah guru memberi mereka semangat, siswa berikutnya mulai dengan percaya diri dalam menjawab panggilan guru tersebut.

Setelah selesai mengecek kehadiran siswa, guru meminta salah seorang siswa untuk menghapus tulisan di papan tulis dengan mengatakan “*someone clean the blackboard, please.*”

Kemudian setelah siswa tenang di tempat duduk mereka masing-masing, guru peneliti bertanya pada siswa beberapa pertanyaan tentang makanan dan minuman yang mereka ketahui. Beberapa siswa awalnya agak ragu-ragu untuk menjawab. Guru peneliti memberi contoh beberapa kata dalam bahasa Inggris, seperti “*ice cream*” dan “*noodle.*” Siswapun mulai bersuara memberikan contoh benda-benda yang lain seperti *rice. Mie ayam, roti.* Guru mengartikan makanan dan minuman yang di sebutkan kedalam bahasa Inggris. Kemudian guru menjelaskan bahwa pada hari itu, mereka akan belajar mengenai *foods and drinks.*

Guru mulai mengeluarkan flashcards dari tasnya dan menunjukkannya kepada siswa. Flashcards tersebut berisi gambar mengenai makanan dan minuman. Pada satu sisi terdapat gambar, dan pada sisi yang lain tertulis namanya dalam bahasa Inggris. Sembari menunjukkan flashcard tersebut, guru melafalkan nama-nama mereka dalam bahasa Inggris. Kemudian guru meminta siswa untuk mengulangi ucapan guru tentang nama makanan dan minuman (*drilling*). Beberapa siswa terlihat ragu untuk melafalkan. Namun sebagian besar terlihat bersemangat.

Kemudian guru memperkenalkan cara untuk bertanya kepada orang lain tentang makanan apa yang mereka pesan. Guru menjelaskannya lebih lanjut dengan cara menggunakan puppet sebagai partner berdialog dengan tindak tutur seperti “*what do you want to order mam? I want to order a cup of tea and a slice of cake.*” Setelah itu, guru meminta siswa untuk mengulangi ucapan guru. Lalu, guru meminta siswa mempraktekkan percakapan tersebut dengan cara meminta

seorang siswa untuk maju ke depan kelas dan bercakap-cakap dengan guru peneliti menggunakan tindak tutur diatas. Kemudian guru memainkan game card, cara permainanannya adalah siswa secara berpasangan diberi kartu yang berisi gambar makanan dan minuman. Mereka mempraktekkan dialog tersebut sesuai dengan gambar yang di dapatkan.

Para siswa mulai maju secara berpasangan untuk praktek. Beberapa siswa terlihat malu-malu dalam berbicara, beberapa yang lain terlihat terbata-bata melafalkannya, dan beberapa lagi terlihat percaya diri saat praktek di depan kelas. Guru peneliti tampak memberikan bantuan kepada siswa yang masih mengalami kesulitan. Setelah mereka bisa melafalkan ucapan-ucapan tersebut, gurupun segera berpindah memantau siswa yg lain. Sehabis semua siswa mendapatkan giliran untuk praktek, guru memperkenalkan mereka sebuah permainan, yaitu role play.

Mula- mula guru peneliti menjelaskan cara bermain role play. Guru meminta siswa membagi beberapa kelompok dengan anggota sebanyak 4 siswa. Kemudian guru membagikan role card and cue card kepada masing- masing kelompok. Role card berisi ekspresi yang harus digunakan, cue card berisi tentang gambar makanan atau minuman yang mereka pesan. Pada pertemuan ini siswas memainkan customer dan waiters. Guru memberikan kesempatan mereka untuk berlatih sebelum tampil di depan kelas. Guru tampak membetulkan lafal mereka yang salah.

Guru memberikan umpan balik terhadap siswa tentang materi yang diajarkan hari tersebut. Guru menutup dengan salam.

Field Note 3

Cycle 1 meeting 2 di SDN Jomblang II Berbah, Sleman (April, 30th 2013)

Guru peneliti masuk tepat waktu ke dalam kelas. Kemudian guru mengucapkan salam “Assalamu’alaikum wr. wb” dan siswa menjawabnya serempak. Lalu guru menyapa siswa “Good morning, everybody. How are you today?” Siswa menjawab “*Good morning, Miss Putri. I am fine, thank you. And you?*” Guru kembali menjawab “*I am fine too, thank you.*” Setelah itu guru peneliti mulai memanggil nama siswa satu-persatu guna mengecek kedatangan mereka. Namun sebelumnya, guru menerangkan cara menjawab panggilan tersebut dengan jawaban “*present.*” Lalu gurupun mulai memanggil nama-nama siswa. Pada awalnya, beberapa siswa terlihat ragu-ragu untuk menjawab “*present*” setelah nama mereka dipanggil.

Kemudian setelah siswa tenang di tempat duduk mereka masing-masing, guru peneliti bertanya pada siswa beberapa pertanyaan tentang benda- benda yang ada disekitar kelas. Beberapa siswa awalnya agak ragu-ragu untuk menjawab. Guru peneliti memberi contoh beberapa kata dalam bahasa Inggris, seperti “*table*” dan “*chair.*” Siswapun mulai besuara memberikan contoh benda-benda yang lain seperti book, bag, lemari. Guru mengartikan makanan dan minuman yang di sebutkan kedalam bahasa inggis. Kemudian guru menjelaskan bahwa pada hari itu, mereka akan belajar mengenai *things in the classroom*.

Guru mulai mengeluarkan flashcards dan menunjukkannya kepada siswa. Flashcards tersebut berisi gambar mengenai benda- benda yang ada di dalam kelas. Pada satu sisi terdapat gambar, dan pada sisi yang lain tertulis namanya dalam bahasa Inggris. Sembari menunjukkan flashcard tersebut, guru melafalkan nama-nama mereka dalam bahasa Inggris. Kemudian guru meminta siswa untuk mengulangi ucapan guru tentang benda- benda yang ada di dalam kelas (*drilling*). Beberapa siswa terlihat ragu untuk melafalkan. Namun sebagian besar terlihat bersemangat.

Kemudian guru memperkenalkan cara untuk bertanya kepada orang lain tentang benda- benda yang ada di dalam kelas. Guru menjelaskannya lebih lanjut dengan cara menggunakan puppet sebagai partner berdialog dengan tindak tutur seperti “*do you have a sharpener? No, I don’t have a sharpener.*” Setelah itu, guru meminta siswa untuk mengulangi ucapan guru. Lalu, guru meminta siswa mempraktekkan percakapan tersebut dengan cara meminta seorang siswa untuk maju ke depan kelas dan bercakap-cakap dengan guru peneliti menggunakan tindak tutur diatas. Kemudian guru memainkan game card, cara permainanannya adalah siswa secara berpasangan diberi kartu yang berisi gambar benda- benda yang ada di dalam kelas. Mereka mempraktekkan dialog tersebut sesuai dengan gambar yang di dapatkan.

Para siswa mulai maju secara berpasangan untuk praktek. Beberapa siswa terlihat malu-malu dalam berbicara, beberapa yang lain terlihat terbata-bata melafalkannya, dan beberapa lagi terlihat percaya diri saat praktek di depan kelas. Guru peneliti tampak memberikan bantuan kepada siswa yang masih mengalami kesulitan. Setelah mereka bisa melafalkan ucapan-ucapan tersebut, gurupun segera berpindah memantau siswa yg lain. Sehabis semua siswa mendapatkan giliran untuk praktek, guru memperkenalkan mereka sebuah permainan, yaitu role play.

Mula- mula guru peneliti menjelaskan cara bermain role play. Guru meminta siswa membagi beberapa kelompok dengan anggota sebanyak 4 siswa. Kemudian guru membagikan role card and cue card kepada masing- masing kelompok. Role card berisi ekspresi yang harus digunakan, cue card berisi tentang gambar benda- benda yang ada di dalam kelas. Pada pertemuan ini siswa memainkan friends and the other friends. Guru memberikan kesempatan mereka untuk berlatih sebelum tampil di depan kelas. Guru tampak membetulkan lafal mereka yang salah.

Guru memberikan umpan balik terhadap siswa tentang materi yang diajarkan hari tersebut. Guru menutup dengan salam.

Field Note 4

Cycle 1 meeting 3 di SDN Jomblang II Berbah, Sleman (May, 7th 2013)

Guru peneliti masuk tepat waktu ke dalam kelas. Kemudian guru mengucapkan salam “Assalamu’alaikum wr. wb” dan siswa menjawabnya serempak. Lalu guru menyapa siswa “Good morning, everybody. How are you today?” Siswa menjawab “*Good morning, Miss Putri. I am fine, thank you. And you?*” Guru kembali menjawab “*I am fine too, thank you.*” Setelah itu guru peneliti mulai memanggil nama siswa satu-persatu guna mengecek kedatangan mereka. Namun sebelumnya, guru menerangkan cara menjawab panggilan tersebut dengan jawaban “*present.*” Lalu gurupun mulai memanggil nama-nama siswa. Pada awalnya, beberapa siswa terlihat ragu-ragu untuk menjawab “*present*” setelah nama mereka dipanggil.

Kemudian setelah siswa tenang di tempat duduk mereka masing-masing, guru peneliti bertanya pada siswa beberapa pertanyaan tentang ruangan- ruangan yang ada di sekolah. Beberapa siswa awalnya agak ragu-ragu untuk menjawab. Guru peneliti memberi contoh beberapa kata dalam bahasa Inggris, seperti “*mosque*” dan “*teacher room.*” Siswapun mulai besuara memberikan contoh benda-benda yang lain seperti uks, lapangan, tempat parkir, ruang kelas. Guru mengartikan makanan dan minuman yang di sebutkan kedalam bahasa inggis. Kemudian guru menjelaskan bahwa pada hari itu, mereka akan belajar mengenai *rooms at the school.*

Guru mulai mengeluarkan flashcards dan menunjukkannya kepada siswa. Flashcards tersebut berisi gambar mengenai ruang- ruang yang ada di sekitar sekolah. Pada satu sisi terdapat gambar, dan pada sisi yang lain tertulis namanya dalam bahasa Inggris. Sembari menunjukkan flashcard tersebut, guru melafalkan nama-nama mereka dalam bahasa Inggris. Kemudian guru meminta siswa untuk mengulangi ucapan guru tentang ruangan- ruangan ang ada di sekitar sekolah (*drilling*). Beberapa siswa terlihat ragu untuk melafalkan. Namun sebagian besar terlihat bersemangat.

Kemudian guru memperkenalkan cara untuk bertanya kepada orang lain tentang ruangan- ruangan yang ada di sekitar sekolah. Guru menjelaskannya lebih lanjut dengan cara menggunakan puppet sebagai partner berdialog dengan tindak tutur seperti “*where is canteen? It is between teacher room and library.*” Setelah itu, guru meminta siswa untuk mengulangi ucapan guru. Lalu, guru meminta siswa mempraktekkan percakapan tersebut dengan cara meminta seorang siswa untuk maju ke depan kelas dan bercakap-cakap dengan guru peneliti menggunakan tindak tutur diatas. Kemudian guru memainkan game card, cara permainanannya adalah siswa secara berpasangan diberi kartu yang berisi

ruangan- ruangan yang ada di sekitar sekolah dan mini map. Mereka mempraktekakan dialog tersebut sesuai dengan gambar yang di dapatkan.

Para siswa mulai maju secara berpasangan untuk praktek. Beberapa siswa terlihat malu-malu dalam berbicara, beberapa yang lain terlihat terbata-bata melafalkannya, dan beberapa lagi terlihat percaya diri saat praktek di depan kelas. Guru peneliti tampak memberikan bantuan kepada siswa yang masih mengalami kesulitan. Setelah mereka bisa melafalkan ucapan-ucapan tersebut, gurupun segera berpindah memantau siswa yg lain. Sehabis semua siswa mendapatkan giliran untuk praktek, guru memperkenalkan mereka sebuah permainan, yaitu role play.

Mula- mula guru peneliti menjelaskan cara bermain role play. Guru meminta siswa membagi beberapa kelompok dengan anggota sebanyak 4 siswa. Kemudian guru membagikan role card and cue card kepada masing- masing kelompok. Role card berisi ekspresi yang harus digunakan, cue card berisi tentang ruangan yang ada di sekitar sekolah dan mini map. Pada pertemuan ini siswa memainkan students exchange and the students. Guru memberikan kesempatan mereka untuk berlatih sebelum tampil di depan kelas. Guru tampak membetulkan lafal mereka yang salah.

Guru memberikan umpan balik terhadap siswa tentang materi yang diajarkan hari tersebut. Guru menutup dengan salam.

Field Note 5

Cycle 2 meeting 1 di SDN Jomblang II Berbah, Sleman (May, 14th 2013)

Guru peneliti masuk tepat waktu ke dalam kelas. Kemudian guru mengucapkan salam “Assalamu’alaikum wr. wb” dan siswa menjawabnya serempak. Lalu guru menyapa siswa “Good morning, everybody. How are you today?” Siswa menjawab “*Good morning, Miss Putri. I am fine, thank you. And you?*” Guru kembali menjawab “*I am fine too, thank you.*” Setelah itu guru peneliti mulai memanggil nama siswa satu-persatu guna mengecek kedatangan mereka. Namun sebelumnya, guru menerangkan cara menjawab panggilan tersebut dengan jawaban “*present.*” Lalu gurupun mulai memanggil nama-nama siswa. Pada awalnya, beberapa siswa terlihat ragu-ragu untuk menjawab “*present*” setelah nama mereka dipanggil.

Kemudian setelah siswa tenang di tempat duduk mereka masing-masing, guru peneliti bertanya pada siswa beberapa pertanyaan tentang tempat- tempat umum. Beberapa siswa awalnya agak ragu-ragu untuk menjawab. Guru peneliti memberi contoh beberapa kata dalam bahasa Inggris, seperti “*Market*” dan “*restaurant.*” Siswapun mulai besuara memberikan contoh benda-benda yang lain seperti terminal, bioskop, rumah sakit, pom bensin dll. Guru mengartikan tempat-tempat umum yang ada di sekitar kita yang di sebutkan kedalam bahasa inggis. Kemudian guru menjelaskan bahwa pada hari itu, mereka akan belajar mengenai *public places*.

Guru mulai mengeluarkan flashcards dan menunjukkannya kepada siswa. Flashcards tersebut berisi gambar mengenai tempat- tempat umum yang ada di sekitar kita. Pada satu sisi terdapat gambar, dan pada sisi yang lain tertulis namanya dalam bahasa Inggris. Sembari menunjukkan flashcard tersebut, guru melafalkan nama-nama mereka dalam bahasa Inggris. Kemudian guru meminta siswa untuk mengulangi ucapan guru tentang tempat- tempat umum yang ada di sekitar kita (*drilling*). Beberapa siswa terlihat ragu untuk melafalkan. Namun sebagian besar terlihat bersemangat.

Kemudian guru memperkenalkan cara untuk bertanya kepada orang lain tentang tempat- tempat umum yang ada di sekitar kita. Guru menjelaskannya lebih lanjut dengan cara menggunakan puppet sebagai partner berdialog dengan tindak tutur seperti “*where is hospital? It is beside gas station.*” Setelah itu, guru meminta siswa untuk mengulangi ucapan guru. Lalu, guru meminta siswa mempraktekkan percakapan tersebut dengan cara meminta seorang siswa untuk maju ke depan kelas dan bercakap-cakap dengan guru peneliti menggunakan tindak tutur diatas. Kemudian guru memainkan game card, cara permainanannya adalah siswa secara berpasangan diberi kartu yang berisi - tempat umum yang

ada di sekitar kita dan mini map. Mereka mempraktekkan dialog tersebut sesuai dengan gambar yang di dapatkan.

Para siswa mulai maju secara berpasangan untuk praktek. Beberapa siswa terlihat malu-malu dalam berbicara, beberapa yang lain terlihat terbata-bata melafalkannya, dan beberapa lagi terlihat percaya diri saat praktek di depan kelas. Guru peneliti tampak memberikan bantuan kepada siswa yang masih mengalami kesulitan. Setelah mereka bisa melafalkan ucapan-ucapan tersebut, gurupun segera berpindah memantau siswa yg lain. Sehabis semua siswa mendapatkan giliran untuk praktek, guru memperkenalkan mereka sebuah permainan, yaitu role play.

Mula- mula guru peneliti menjelaskan cara bermain role play. Guru meminta siswa membagi beberapa kelompok dengan anggota sebanyak 4 siswa. Kemudian guru membagikan role card and cue card kepada masing- masing kelompok. Role card berisi ekspresi yang harus digunakan, cue card berisi tentang - tempat umum yang ada di sekitar kita dan mini map. Pada pertemuan ini siswa memainkan the villagers and the cities. Guru memberikan kesempatan mereka untuk berlatih sebelum tampil di depan kelas. Guru tampak membetulkan lafal mereka yang salah.

Guru memberikan umpan balik terhadap siswa tentang materi yang diajarkan hari tersebut. Guru menutup dengan salam.

Field Note 6

Cycle 2 meeting 2 di SDN Jomblang II Berbah, Sleman (May, 21st 2013)

Guru peneliti masuk tepat waktu ke dalam kelas. Kemudian guru mengucapkan salam “Assalamu’alaikum wr. wb” dan siswa menjawabnya serempak. Lalu guru menyapa siswa “Good morning, everybody. How are you today?” Siswa menjawab “*Good morning, Miss Putri. I am fine, thank you. And you?*” Guru kembali menjawab “*I am fine too, thank you.*” Setelah itu guru peneliti mulai memanggil nama siswa satu-persatu guna mengecek kedatangan mereka. Namun sebelumnya, guru menerangkan cara menjawab panggilan tersebut dengan jawaban “*present.*” Lalu gurupun mulai memanggil nama-nama siswa. Pada awalnya, beberapa siswa terlihat ragu-ragu untuk menjawab “*present*” setelah nama mereka dipanggil.

Kemudian setelah siswa tenang di tempat duduk mereka masing-masing, guru peneliti bertanya pada siswa beberapa pertanyaan tentang harga pada sebuah barang kebutuhan sehari-hari. Beberapa siswa awalnya agak ragu-ragu untuk menjawab. Guru peneliti memberi contoh beberapa kata dalam bahasa Inggris, seperti “*a soap*” dan “*ten thousand.*” Siswapun mulai ber suara memberikan contoh benda-benda yang lain seperti terminal, bioskop, rumah sakit, pom bensin dll. Guru mengartikan tentang harga pada sebuah barang kebutuhan sehari-hari kedalam bahasa Inggris. Kemudian guru menjelaskan bahwa pada hari itu, mereka akan belajar mengenai *public places*.

Guru mulai mengeluarkan flashcards dan menunjukkannya kepada siswa. Flashcards tersebut berisi gambar mengenai tentang harga pada sebuah barang kebutuhan sehari-hari. Pada satu sisi terdapat gambar, dan pada sisi yang lain tertulis namanya dalam bahasa Inggris. Sembari menunjukkan flashcard tersebut, guru melafalkan nama-nama mereka dalam bahasa Inggris. Kemudian guru meminta siswa untuk mengulangi ucapan guru tentang tentang harga pada sebuah barang kebutuhan sehari-hari (*drilling*). Beberapa siswa terlihat ragu untuk melafalkan. Namun sebagian besar terlihat bersemangat.

Kemudian guru memperkenalkan cara untuk bertanya kepada orang lain tentang tentang harga pada sebuah barang kebutuhan sehari-hari. Guru menjelaskannya lebih lanjut dengan cara menggunakan puppet sebagai partner berdialog dengan tindak tutur seperti “*how much a kilo of sugar? It is ten thousand rupiahs.*” Setelah itu, guru meminta siswa untuk mengulangi ucapan guru. Lalu, guru meminta siswa mempraktekkan percakapan tersebut dengan cara meminta seorang siswa untuk maju ke depan kelas dan bercakap-cakap dengan guru peneliti menggunakan tindak tutur diatas. Kemudian guru memainkan game card, cara permainanannya adalah siswa secara berpasangan diberi kartu yang

berisi harga dan kebutuhan sehari-hari. Mereka mempraktekkan dialog tersebut sesuai dengan gambar yang di dapatkan.

Para siswa mulai maju secara berpasangan untuk praktek. Beberapa siswa terlihat malu-malu dalam berbicara, beberapa yang lain terlihat terbata-bata melafalkannya, dan beberapa lagi terlihat percaya diri saat praktek di depan kelas. Guru peneliti tampak memberikan bantuan kepada siswa yang masih mengalami kesulitan. Setelah mereka bisa melafalkan ucapan-ucapan tersebut, gurupun segera berpindah memantau siswa yg lain. Sehabis semua siswa mendapatkan giliran untuk praktek, guru memperkenalkan mereka sebuah permainan, yaitu role play.

Mula-mula guru peneliti menjelaskan cara bermain role play. Guru meminta siswa membagi beberapa kelompok dengan anggota sebanyak 4 siswa. Kemudian guru membagikan role card and cue card kepada masing-masing kelompok. Role card berisi ekspresi yang harus digunakan, cue card berisi tentang harga dan barang kebutuhan sehari-hari. Pada pertemuan ini siswa memainkan the buyers and the sellers. Guru memberikan kesempatan mereka untuk berlatih sebelum tampil di depan kelas. Guru tampak membetulkan lafal mereka yang salah.

Guru memberikan umpan balik terhadap siswa tentang materi yang diajarkan hari tersebut. Guru menutup dengan salam.

Field Note 7

Cycle 2 meeting 3 di SDN Jomblang II Berbah, Sleman (May, 28st 2013)

Guru peneliti masuk tepat waktu ke dalam kelas. Kemudian guru mengucapkan salam “Assalamu’alaikum wr. wb” dan siswa menjawabnya serempak. Lalu guru menyapa siswa “Good morning, everybody. How are you today?” Siswa menjawab “*Good morning, Miss Putri. I am fine, thank you. And you?*” Guru kembali menjawab “*I am fine too, thank you.*” Setelah itu guru peneliti mulai memanggil nama siswa satu-persatu guna mengecek kedatangan mereka. Namun sebelumnya, guru menerangkan cara menjawab panggilan tersebut dengan jawaban “*present.*” Lalu gurupun mulai memanggil nama-nama siswa. Pada awalnya, beberapa siswa terlihat ragu-ragu untuk menjawab “*present*” setelah nama mereka dipanggil.

Kemudian setelah siswa tenang di tempat duduk mereka masing-masing, guru peneliti bertanya pada siswa beberapa pertanyaan tentang macam- macam jenis pakaian dan aksesoris. Beberapa siswa awalnya agak ragu-ragu untuk menjawab. Guru peneliti memberi contoh beberapa kata dalam bahasa Inggris, seperti “*shirt*” dan “*trouser.*” Siswapun mulai besuara memberikan contoh benda-benda yang lain seperti rok, jilbab, celana pendek, kaos, dll. Guru mengartikan tentang macam- macam jenis pakaian dan aksesoris kedalam bahasa inggis. Kemudian guru menjelaskan bahwa pada hari itu, mereka akan belajar mengenai *clothes and accessories*.

Guru mulai mengeluarkan flashcards dan menunjukkannya kepada siswa. Flashcards tersebut berisi gambar mengenai tentang macam- macam jenis pakaian dan aksesoris. Pada satu sisi terdapat gambar, dan pada sisi yang lain tertulis namanya dalam bahasa Inggris. Sembari menunjukkan flashcard tersebut, guru melafalkan nama-nama mereka dalam bahasa Inggris. Kemudian guru meminta siswa untuk mengulangi ucapan guru tentang tentang harga pada sebuah barang kebutuhan sehari- hari (*drilling*). Beberapa siswa terlihat ragu untuk melafalkan. Namun sebagian besar terlihat bersemangat.

Kemudian guru memperkenalkan cara untuk bertanya kepada orang lain tentang tentang harga pada sebuah barang kebutuhan sehari- hari. Guru menjelaskannya lebih lanjut dengan cara menggunakan puppet sebagai partner berdialog dengan tindak tutur seperti “*how much a kilo of sugar? It is ten thousand rupiahs.*” Setelah itu, guru meminta siswa untuk mengulangi ucapan guru. Lalu, guru meminta siswa mempraktekkan percakapan tersebut dengan cara meminta seorang siswa untuk maju ke depan kelas dan bercakap-cakap dengan guru peneliti menggunakan tindak tutur diatas. Kemudian guru memainkan game card, cara permainanannya adalah siswa secara berpasangan diberi kartu yang

berisi macam- macam jenis pakaian dan aksesoris. Mereka mempraktekakan dialog tersebut sesuai dengan gambar yang di dapatkan.

Para siswa mulai maju secara berpasangan untuk praktek. Beberapa siswa terlihat malu-malu dalam berbicara, beberapa yang lain terlihat terbata-bata melafalkannya, dan beberapa lagi terlihat percaya diri saat praktek di depan kelas. Guru peneliti tampak memberikan bantuan kepada siswa yang masih mengalami kesulitan. Setelah mereka bisa melafalkan ucapan-ucapan tersebut, gurupun segera berpindah memantau siswa yg lain. Sehabis semua siswa mendapatkan giliran untuk praktek, guru memperkenalkan mereka sebuah permainan, yaitu role play.

Mula- mula guru peneliti menjelaskan cara bermain role play. Guru meminta siswa membagi beberapa kelompok dengan anggota sebanyak 4 siswa. Kemudian guru membagikan role card and cue card kepada masing- masing kelompok. Role card berisi ekspresi yang harus digunakan, cue card berisi tentang macam- macam jenis pakaian dan aksesoris. Pada pertemuan ini siswa memainkan the buyers and the sellers. Guru memberikan kesempatan mereka untuk berlatih sebelum tampil di depan kelas. Guru tampak membetulkan lafal mereka yang salah.

Guru memberikan umpan balik terhadap siswa tentang materi yang diajarkan hari tersebut. Guru menutup dengan salam.

Observation Checklist

Teaching and Learning Activities

Date :

Class :

Time :

Observer:

No	Teacher Activities			Description
		Yes	No	
	A. Pre-teaching			
1.	The researcher greets the students			
2.	The researcher checks the students attendance			
3.	The researcher outlines the lesson			
4.	The researcher explains the goal of the lesson			
	B. Whilst-teaching			
	Presentation			
5.	The researcher introduces the topic			
6.	The researcher introduces the words			
7.	The researcher introduces language function on the context			
8.	The researcher gives the model of language functions			
9.	The researcher uses song			
10.	The researcher uses media in presentation			
11.	The researcher checks the students understanding			
	Practice			
12.	The researcher gives listening activities			
13.	The researcher provides context for students to practice			
14.	The researcher corrects the students mistake			
15.	The researcher gives enough time to practice			
	Production			
16.	The researcher demonstrates role play			
17.	The researcher monitors the students during demonstrate role play			
	C. Post-teaching			
18.	The researcher summarizes the lesson			

19.	The researcher gives reward and motivation		
20.	The researcher says good bye		

No	Students Activities			Description
		Yes	No	
	A. Pre-teaching			
1.	The students' respond to the greeting			
2.	The students' pay attention on the explanation			
	B. Whilst-teaching			
	Presentation			
3.	The students' are ready to learn			
4.	The students pay attention on the presentation			
5.	The students are interested in the media used in presentation			
6.	The students understand the researcher's presentation			
	Practice			
7.	The students sing the song			
8.	The students practice language function in pairs			
9.	The students ask questions when they do not understand			
	Production			
10.	The students play role play in groups			
11.	The students speak English during the game			
12.	The game keeps the students interest until end			
13.	The students who are unconfident at English classroom can take part with fun and enjoy			
14.	All of the students are involved in the game			
	C. Post teaching			
15.	The students reflect the learning			

Interview Guidelines

1. In the reconnaissance process
 - a. Interview guideline for the students
 1. Menurut kamu bagaimana pelajaran bahasa inggris selama ini?
 2. Ada kesulitan tidak saat belajar bahasa inggris selama di kelas?
 3. Aktivitas apa yang biasa dilakukan bersama bu guru selama ini?
 4. Kamu ingin bisa berbicara memakai bahasa inggris tidak?
 5. Sering mendapatkan praktek belajar speaking tidak selama pelajaran bahasa inggris di kelas?
 6. Menurut kamu belajar speaking mudah atau sulit?
 7. Kesulitan apa saja saat belajar speaking?
 8. Menurut kamu belajar speaking yang menyenangkan itu seperti apa?
 - b. Interview guidelines for the teacher
 1. Rata-rata kemampuan bahasa inggris kelas V seperti apa miss?
 2. Dari keempat skill dalam bahasa inggris, skill apa yang dirasa masih lemah di kelas?
 3. Menurut miss, apa kira-kira yang membuat siswa lemah dalam speaking?
 4. Menurut bapak dari beberapa communicative activities yang ada, kira-kira manakah yang dirasa paling cocok untuk diterapkan dikelas tersebut?
2. After the implementation of the actions during the research
 - a. Interview guideline for the students
 1. Menurut kamu bagaimana pelajaran bahasa inggris hari ni?
 2. Tadi saya menerangkan materinya jelas tidak?
 3. Bagaimana dengan media yang saya gunakan untuk mengajar hari ini?
 4. Paham tidak saat saya menerangkan materi dan memberi instruksi menggunakan bahasa inggris?
 5. Tadi gimana perasaannya saat praktik role play di depan kelas?
 6. Senang tidak dengan role play hari ini?
 7. Kira-kira apa yang perlu di perbaiki atau ditambahkan agar role play di pertemuan selanjutnya dapat lebih menarik?
 8. Apa yang kamu suka dari pelajaran bahasa inggris hari ini?
 - b. Interview guidelines for the teacher
 1. Menurut miss bagaimana teknik mengajar siswa hari ini?
 2. Kira-kira efektif tidak miss, media yang saya gunakan untuk menerangkan materi hari ini?

3. Bagaimana dengan role play yang saya terapkan hari ini miss?
4. Menurut miss ada kemajuan tidak mengenai speaking siswa melalui role play yang saya terapkan?
5. Kira-kira hal apa saja yang masih perlu saya benahi agar pertemuan selanjutnya role play yang saya terapkan dapat menjadi lebih baik?

INTERVIEW TRANSCRIPTS

Interview transcript : 1 (Meminta Izin Penelitian pada Kepala Sekolah)

Hari, Tanggal : January, 5th 2013

Pn : Peneliti

Ks : Kepala Sekolah

Tempat : Ruang Kepala Sekolah

Pn	Selamat pagi bu,
Ks	Selamat pagi mba, Ada apa mba? Maaf loh tak sambu tanda tangan.
Pn	Iya bu, tidak apa-apa, sebelumnya saya mau memperkenalkan diri, saya Putri temennya mba Via yang kebetulan guru juga disini bu, kedatangan saya kemari mau minta ijin untuk penelitian disini bu.
Ks	Ooo, ini mba Putri to? Kemarin juga mba Via sudah ngomong dengan saya katanya ada temen'e yang mau penelitian di sini. Silahkan-silahkan aja mba kalau mau penelitian di sini, tapi yo ojo kaget murid-murid'e sok nyelelek nek diulang.
Pn	Terima kasih sebelumnya bu, ia bu dulu kebetulan pernah mengajar praktek di sini, waktu dulu Kepala Sekolahnya masih pak Alm. Pak

	Purba bu.
Ks	Woo, lah pantes kok guru-guru liyane wes podo kenal.
Pn	Hehe, iya bu. Oia bu, di sini bahasa Inggrisnya masih dari kelas 1-6 bu?
Ks	Ia mba, masih dari kelas 1-6 dan posisinya sebagai Mulok.
Pn	Kalau Tenaga Pendidiknya bu, juga lulusan bahasa inggris?
Ks	Bukan dia lulusan PGSD juga, namanya bu Yohana
Pn	Ooo, sekarang bu yohana yang jadi guru bahasa inggrisnya, kalau untuk pencapaian bahasa inggris itu sendiri di sini bagaimana bu?
Ks	Kalau untuk bahasa inggris ya standar-standar aja mba, lah anake juga sok angel.
Pn	Kalau untuk fasilitas dan media pembelajaran bahasa inggris yang dipakai di sini apa ya bu?
Ks	Paling kalau disini pakai LKS mba, tapi untuk lebih rinci nanti tanya mba Yohana aja.
Pn	Kalau untuk latar belakang ekonomi siswa di sini bagaimana ya bu?
Ks	Latar belakang ekonomi siswa di sini menengah ke bawah mba. Sebagian besar petani dan pedagang mba.
Pn	Kalau untuk guru kelas untuk kelas 5, dengan siapa ya bu?
Ks	Guru kelas 5nya itu sama Bu Sri mba, nah itu coba Tanya-tanya saja ke Bu Sri karakteristik anak kelas 5 piye-piye wae.
Pn	Iya bu, nanti saya akan Tanya-tanya ke Bu Sri. Terima kasih ya bu sudah diberikan izin untuk penelitian di sini, dan terima kasih banyak atas

	waktu yang diberikan. Maaf sudah mengganggu aktifitasnya. Saya pamit dulu bu.
Ks	Iya mba, sama-sama. Di betah-betahke aja ya mba bsk di sini.
Pn	Iya bu, Matur suwun.

Interview transcript 2 (Meminta Izin Penelitian pada Guru Kelas)

Hari, Tanggal : January, 5th 2013

Pn : Peneliti

GK : Guru Kelas

Tempat : Ruang Guru

Pn	Bu Sri, boleh minta waktunya sebentar?
GK	Oalah mba Udil to, enek opo mba?kok koe tambah subur wae to mba?
Pn	Alhamdulillah bu, nambah bahagia bu berarti, hehehe. Itu bu, saya mau Tanya- Tanya tentang anak-anak kelas 5 bu. Inshaallah besok saya mau penelitian di kelas 5 bu, menurut ibu bagaimana system pembelajaran di kelas 5 selama ini bu?
GK	Kalau pembelajarannya standar aja mba, dan untuk siswa siswinya campur- campur mba, enek sing aktif nggateke, iso jawab pertanyaan enek sing gur anteng, karo sing lanang- lanang kie biasane rame mba, angel di kandani.

Pn	Jumlah siswa kelas 5 berapa bu?
GK	Jumlahe 32 mba.
Pn	Untuk pembelajaran selama ini bagaimana bu?
GK	Pembalajaran biasa to mba? Kalau biasanya ya standar mba, tak terangke dulu terus latihan soal di LKS nek ora ya ning buku paket mba.
Pn	Kalau untuk permalahan yang ibu hadapi di kelas 5 itu sendiri kira- kira seperti apa bu gambarannya?
GK	Kalau permalahannya itu kie cenderung ning anak- anak bandel karo rame ning kelas mba. Nek pelajaran kie angel nggatekke tur nek di takone yo ora sembodo ora iso jawab mba.
Pn	Ooo, gitu ya bu. Makasih loh bu sudah mau nemenin saya ngobrol. Hehe
GK	Weleh, io mba podho- podho.

Interview transcript 3 (Meminta Izin Penelitian pada Guru Bahasa Inggris)

Hari, Tanggal : January, 5th 2013

Pn : Peneliti

GBI : Guru Bahasa Inggris

Tempat : Ruang Guru

Pn	Hello, mba Dian, apa kabarnya? Boleh ngobrol-ngobrol ga mba?
GBI	Weleh, Udil to. Kabarku apik- apik wae dil, meh ngobrol opo koe?sido to

	penelitianane?
Pn	Iya mba jadi, mau Tanya- tanya tentang pembelajaran bahsa inggris, sebelumnya mau Tanya, sudah berapa lama ngajar bahasa inggris dan lulusan apa apa mba?
GBI	Wes piro yo, kiro- kiro 2 tahun, sebener'e ndisik kan enek miss. Eva tapi dek'e metu, njuk aku di dawuhi Alm. Pak Prabu kon gantek'e ngajar bahasa Inggris. Nek masalah lulusan kie aku, jane lulusan PGSD UNY.
Pn	Ooo, gitu to mba. Terus tentang kondisi anak- anak kelas 5 itu sendiri bagaimana dalam proses belajar mengajar?
GBI	Nek bocah- bocahe kelas 5 kie ngueyel e pol, rame banget, nganti tobat sing ngajar. Dikon anteng, tur yo gur dilit antenge bar kui kumat meneh ramene. Kudu extra sabar Dil nek ngajar kelas 5.
Pn	Hehe...berati besok minta bantuane loh mba. Kalau teknik pembelajarannya?
GBI	Paling tak terangke, njuk bocah- bocahe takon moco, bar kui njuk ngerjake soal ning LKS.
Pn	Cuman LKS tok apa di tambah buku paket mba?
GBI	Nek wajib'e LKS Dil, nek buku paket'e ga wajib yo nek gelem tuku nek ora yo orapopo. Nek buku paket wajib, akeh bocah sing mbengung kelarangan buku ne ngunu jew Dil. Ning LKS tak delok- delok yo materi ne lengkap dadi yo wajib'e LKS wae.
Pn	Terus fasilitas pembelajaran bahasa inggris di kelas 5 gimana mba?

GBI	Wah nek fasilitas pendukung'e sih belum komplit. Media gambar paling juga seko LKS tok.
Pn	Nggak buat media sendiri to mba?
GBI	Wele, aku ra sempet to yo. Bali kerjo ngurusi anake Dil isih cilik.
Pn	Hehe iya mba, kalau teknik mengajar bahasa inggris di kelas gimana mba?
GBI	Paling takon ngapalke, inggris'e benda kui opo, nek ora takon bahasa indonesiane iki inggrise kie opo. Terus takon ngerjake soal ning LKS.
Pn	Dikelas itu sendiri biasane ngajare pake bahasa inggris atau campur-campur mba?
GBI	Yo bahasa Indonesia campur karo jowo, nek bahasa inggris yow bocah-bocahe podo ndomblong dewe mengko.
Pn	Terus nek ngajarin baca biasanya sebelumnya liat kamus atau gimana mba?
GBI	Yo, sesuai aku sing diajari aku ndisik Dil. Sitik- sitik isolah Dil. Nek missal kata- katane kui angel biasane aku ndelok kamus Dil.
Pn	Terus mba, nek anak- anak disuruh ngomong pake bahasa inggris bisa atau ngga?
GBI	Yo nek sing nggateke iso Dil, tur yo isih isin- isin. Moco ne juga akeh sing podo salah- salah. Moco ne ki akeh sing podo koyo tulasane.
Pn	Berarti masih kesusahan bacanya ya mba? Pernah nyoba pake role play, games atau lagu ga mba?

GBI	Iya Dil susah ngomong bocahe. Kalau games ama role play belum pernah Dil, tapi kalau song paling sing gampang Dil, koyo “Good Morning” soale biasane yo gur kui Dil.
Pn	Iya mba, Insyallah tak ajarin mba, soalnya penelitianku ini ada role playnya, jadi role play itu anak- anak bisa memerankan berbagai karakter sesuai dengan aturan yang sudah dibuat. Jadi anak- anak bisa berekspresi. Aku juga punya beberapa lagu yang bisa nglatih cara bacanya, ben anak gampang apal juga mba. Tapi saya perlu observasi dulu mba, kira- kira kapan mba bisa ikut ke kelas?
GBI	Sesuk Dil aku ngajar kelas 5. Sesuk koe ndene meneh ya.
Pn	Iya mba besok tak ke sini lagi, oia mba sekalian mau pinjem LKS sama minta presensi anak- anak kelas 5.
GBI	Iya Dil, besok tak bawain. Soale ning omah kabeh Dil.
Pn	Iya mba, sebelumnya makasih ya mba dah mau bantu.
GBI	Podho- podho Dil.

Interview transcript 4 (Wawancara Siswa Seusai Observasi)

Hari, Tanggal : January, 13th 2013

Pn : Peneliti

S : Siswa ()

Tempat : Ruang Kelas V

Pn	Hei, Miss Putri boleh ikut gabung ngobrol ga?
S1	Boleh miss,
S2	Iya boleh miss.
Pn	Miss Putri boleh Tanya- Tanya ga?
S2	Tanya apa'e miss?
Pn	Tanya- Tanya tentang gimana cara Miss Dian mengajar bahasa Inggris selama ini?
S1	Ya gitu miss, mboseni miss. Soalnya cuman ngerjain LKS, ama nyatet.
Pn	Kalau menurut gimana?
S2	Ya sama miss, sering ngerjain LKS miss, pokok'e tugas meneh tugas meneh miss. Tapi miss jangan bilang- bilang miss Dian loh.
Pn	Ooo gitu ya, iya tenang aja miss gak akan bilang- bilang kok. Terus menurut kalaian bahasa inggris itu susah gak?
S2	Susah Miss.
S1	Iya susah banget miss.
Pn	Susah dibagian mana to?
S1	Itu loh miss, cara ngomongnya beda je miss.
Pn	Tapi pada sukakan bahasa inggris
S2	Iya miss, jan-jane aku tuh suka miss. Tapi ya itu malu kalau mau ngomong.
Pn	Oalah, iso isin- isin to heheh
S2	Heheh iya'e miss.

Pn	Pernah ngga sama miss Dian diajarin lagu, games sama role play?
S1	Kalau lagu paling “Good Morning” miss. Seringnya itu tok miss. Nek sing liyane durung tau miss.
S2	Eh miss, role play tuh apa’e miss?
Pn	Role play itu tuh kayak belajar acting, pada suka ga? Sama kita besok pas miss ngajar di kelas kita bakal nyanyi-nyayi ama maen games. Suka kan kalian?
S1	Wah seneng nuh miss, iso koyo bintang film nuh miss.
S2	Iya miss, seneng enek games karo nyanyine juga.
S1	Terus kapan miss ngajar?
Pn	Ditunggu aja ya, hehehe. Makasih ya dah mau nemenin miss Putri ngobrol.
S2	Iya miss sama- sama
S1	Oke miss.

Interview transcript 5 (Wawancara Guru Bahasa Inggris seusai Observasi)

Hari, Tanggal : January, 13th 2013

Pn : Peneliti

GBI : Guru Bahasa Inggris

Tempat : Ruang Guru

Pn	Capek mba ngajarnya?
GBI	Iyo'e Dil, saiki wes reti to murid- murid'e seneng'e rame dewe.
Pn	Hehe....iya mba. Oia mba, pas ngajar tadi ga pernah pake bahasa inggris ya mba? Kayak intruksi sederhana gitu?
GBI	Ora Dil, reti dewe bocah- bocahe piye. Nek ngomong inggris soyo ndomblong bocahe mengko.
Pn	Oia mba, nanti sebelum ngajar saya tak kesini lagi ya mba, mau konsultasi silabus sama RPP yang tak bikin mba.
GBI	Langsung ngajar wae Dil. Rep mulai kapan ngajar'e Dil?
Pn	Minggu depan mba, tapi buat pre test mba, terus minggu depannya lagi baru mulai mengajarnya
GBI	Oke Dil, sesuk tak welinge bocah- bocah'e ben podo sinau sek.
Pn	Oke mba, suwun nggih mba
GBI	Io Dil.

Interview transcript 6 (Wawancara dengan Siswa seusai pertemuan pertama)

Hari, Tanggal : April, 23rd 2013

Pn : Peneliti

S : the students

Tempat : Ruang Kelas 5

Pn	Hei, lagi pada ngapain nih?
S1	Habis jajan miss,
S2	Iya miss, beli cilok.
S3	Ama tempura miss
Pn	Wah enak nya, tapi makannya sambil duduk dong, hehe.
S2	Hehe.. ia miss lupa.
Pn	Oia miss boleh Tanya- Tanya ga?
S1	Apa miss?
S3	Kenapa'e miss?
Pn	Gimana tadi belajarnya suka ga?
S2	Suka banget miss, ada gambar- gambarnya lucu miss
S3	Iya miss, enak dilihate. Jadi bisa hapal trus diajarin moco barang miss.
S2	Trus pas kae loh miss, pas dadi pelayan wes koyo ning restoran miss.
Pn	Hehe berarti paham to pelajaran hari ini?
S1	Iya miss, "what do you want to order miss?" hahaha
Pn	Weh iso langsung praktek, I want to order a plate of fried rice.
S2	Nasi goreng to miss.
Pn	Yups, udah pada bisa semua ya. Serukan pelajaran hari ini?
S1	Seru banget miss, besok lagi ya miss.

Interview transcript 7 (Wawancara Guru Bahasa Inggris seusai Pertemuan pertama)

Hari, Tanggal : April, 23rd 2013

Pn : Peneliti

GBI : Guru Bahasa Inggris

Tempat : Ruang Guru

Pn	Gimana mba tadi, butuh saran dan kritik. Heheh
GBI	Mau wes apik Dil, seko gambar'e ketok'e bocah- bocah podo seneng enek gambar- gambar sing di temple ning papan tulis mau. Terus mau bocah- bocah yo, wes gelem ngomong. Koe teruske ndisik wae, mengko nek enek saran karo kritik langsung tak sampaike di.
Pn	Oke bu makasih ya.

Interview transcript 8 (Wawancara dengan Siswa seusai Pertemuan kedua)

Hari, Tanggal : April, 30th 2013

Pn : Peneliti

S : Siswa

Tempat : Ruang Kelas

Pn	Hello hello, miss Putri ganggu engga nich?
S1	Engga miss
Pn	Miss Putri boleh nanya- nanya ga nih?

S2	Nanya apa miss?
S3	Iya, nanya apa miss?
Pn	Tadi belajar tentang apa?
S1	Tentang emmm... things in the classroom miss
Pn	Coba ada apa saja di classroom
S2	Ada lemari , eh cupboard miss, chair
S3	Book, pencil, pen, table
Pn	kalau pas role playnya suka ga?
S2	suka miss,
Pn	kalo Alya suka ga?
S1	iya miss, suka banget
Pn	Jadi apa kamu Reni?
S2	Aku jadi friends miss
Pn	Do you have a sharpener?
S2	emm. . . no, I don't have sharpener miss. Heheh
Pn	very good. Terus Alya, Do you have a pencil case?
S1	yes, I have a pencil case miss.
Pn	excellent

Interview transcript 7 (Wawancara dengan Siswa seusai Pertemuan ketiga)

Hari, Tanggal : May, 7th 2013

Pn : Peneliti

S : Siswa

Tempat : Ruang Kelas

Pn	Hello. Menurut kalian bagaimana pelajaran kita tadi?
S1	Seneng banget
Pn	Kalo kamu?
S2	Menyenangkan. Aku baru pernah main begini
Pn	Besok- besok mau lagi ga?
S2	Iya miss.
Pn	Tadi belajar tentang apa to?
S2	Tentang ruang-ruang sekolah miss.
Pn	Kalo kantin siapa yang tau ya, bahasa inggrisnya apa?
S2	Canteen miss.
Pn	Very good

6.

Interview transcript 7 (Wawancara dengan Siswa sesuai Pertemuan keempat)

Hari, Tanggal : May, 14th 2013

Pn : Peneliti

S : Siswa

Tempat : Ruang Kelas

Pn	Hey, miss putri ikutan ngobrol ya?
S1	Wani piro miss...hahahhahah
Pn	Wooo,, matree..hahaha, boleh nanya- nanya ga?
S2	Nanya apa miss?
Pn	Tadi gimana pelajaran hari ini? Menyenangkan?
S1	Iyo miss, menyenangkan banget
S2	Beda ama biasanya miss
Pn	Tadi belajar tentang apa?
S1	Tentang public places miss
Pn	Excellent

Interview transcript 8 (Wawancara dengan Siswa seusai Pertemuan kelima)

Hari, Tanggal : May, 21st 2013

Pn : Peneliti

S : Siswa

Tempat : Ruang Kelas

Pn	gimana suka pas jadi pembeli?
S1	Suka miss
Pn	Tadi beli apa saja di toko?
S1	Beli sabun miss

Pn	How much is it?
S1	Piro yo, lali miss. Kayak'e 5 ewu. Five thousand miss
Pn	Very good

7.

8. Interview transcript 7 (Wawancara dengan Siswa sesuai Pertemuan keenam)

9. Hari, Tanggal : May, 28th 2013

10. Pn : Peneliti

11. S : Siswa

12. Tempat : Ruang Kelas

Pn	Ehem, boleh nanya- nanya?
S1	Ehem, boleh miss
Pn	Tadi belajar tentang apa?
S1	Tentang jualan baju miss hehhe
Pn	Emangnya tadi jadi apa?
S1	Jadi clerk miss
Pn	Do you have a purple trouser?
S1	Celana ungu ya miss?
Pn	Ya betul
S1	No, I don't have a purple trouser, miss. Wong aku lanang ogg miss

Speaking Pre-test Score

N o	Name	Comprehensio n	Fluenc y	Vocabular y	Pronunciatio n	Gramma r
1	Topik	2	2	2	1	2
2	Yoga	3	2	2	3	2
3	Putri	2	3	2	2	2
4	Rahma	2	1	2	2	2
5	Dafa	2	1	2	1	2
6	Darmaj i	2	2	2	3	1
7	Nirmal a	2	2	2	2	2
8	Banu	1	1	2	1	2
9	Dimas	2	2	3	2	3
10	Punjun g	1	2	2	2	2
11	Reni	2	2	2	2	2
12	Via	1	2	2	1	2
13	Rio	2	3	2	3	2
14	Ida	2	1	2	2	2
15	Silvia	2	2	3	2	2
16	Yusuf	1	1	2	1	2

17	Elena	2	2	3	2	2
18	Dikky	2	3	2	2	2
19	Bagus	2	2	3	2	3
20	Villa	1	2	2	2	2
21	Sofie	2	1	2	2	2
22	Devita	2	3	2	3	2
23	Ali	2	3	2	1	2
24	Alya	3	4	4	3	3
25	Avivah	3	3	4	3	3
26	Ananda	2	2	2	1	2
27	Topan	2	2	3	2	2
28	Balqis	2	3	2	2	2
29	Nurul	2	2	3	2	2
30	Maina	2	1	2	2	2

Speaking Post-test Score

N o	Name	Comprehensio n	Fluenc y	Vocabular y	Pronunciatio n	Gramma r
1	Topik	4	3	3	4	3
2	Yoga	4	5	4	5	4
3	Putri	4	4	3	4	4
4	Rahma	4	3	4	4	3
5	Dafa	4	3	4	4	3
6	Darmaj i	5	5	4	4	4
7	Nirmal a	5	4	5	5	4
8	Banu	3	3	4	5	4
9	Dimas	5	5	5	3	4
10	Punjun g	3	4	3	4	3
11	Reni	5	4	5	4	4
12	Via	3	4	4	5	4
13	Rio	5	5	4	3	4
14	Ida	4	3	4	5	4
15	Silvia	5	5	5	4	4
16	Yusuf	4	3	4	4	4

17	Elena	5	5	5	3	4
18	Dikky	4	5	5	5	4
19	Bagus	5	5	4	5	4
20	Villa	4	5	4	5	4
21	Sofie	5	4	5	5	4
22	Devita	5	5	5	5	4
23	Ali	3	4	4	5	4
24	Alya	5	5	5	3	5
25	Avivah	5	5	5	5	5
26	Ananda	4	4	5	4	3
27	Topan	4	4	5	4	4
28	Balqis	5	5	5	4	5
29	Nurul	5	4	5	5	4
30	Maina	4	4	4	4	4

Documentation



